CATALOG 81-83

MEDICAL COLLEGE OF GEORGIA

A unit of the University System of Georgia

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Medical College of Georgia/Augusta

CATALOG 81-83

MEDICAL COLLEGE OF GEORGIA

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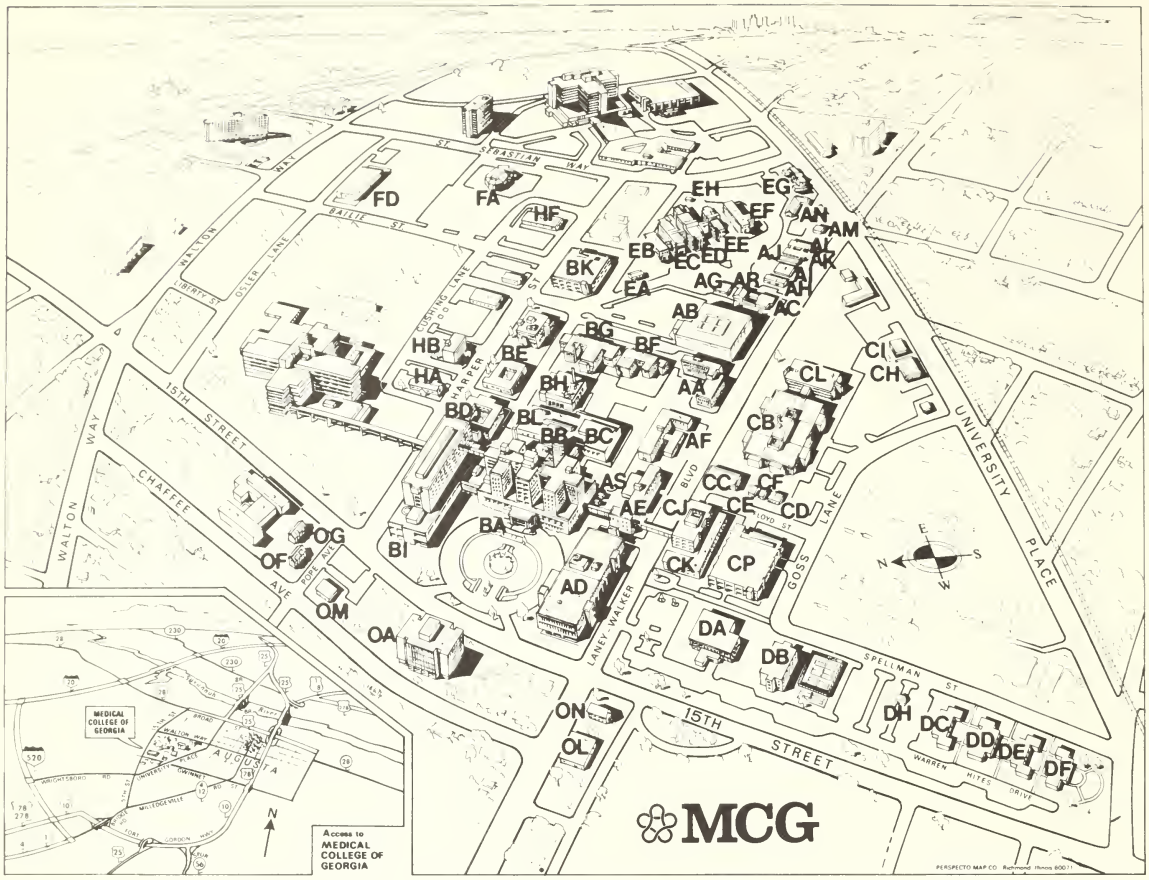


Administration/G. Lombard Kelly Building (AA)
Alumni Activities House (EA)
Auditoria Center (BC)
Banking Building (AS)
Central Energy Plant (BH)
Dentistry, School of (AD)
Dermatology Clinic (OF)
Dermatology Department (OM)
Dugas Building (BG)
Family Practice Building (EG)
Family Planning Social Services (CD)
Georgia War Veterans Nursing Home (OA)
Georgia Radiation Therapy Center at Augusta (FA)
Goss Lane Parking Deck (CP)
Grounds Maintenance Hut (EH)
Hamilton Wing (CL)
Harper Street Parking Deck (BK0
Hospital/Talmadge Memorial Hospital (BA)
Hospital/Sydenstricker Wing (BI)
1403 Laney-Walker Blvd. Offices (AL)
1411 Laney-Walker Blvd. Offices (AJ)
1431 Laney-Walker Blvd. Offices (AH)
Library (AB)
Marks Building (HF)
MCG Village (DA-DF)
- Apartments A (DC)
- Apartments B (DD)
- Apartments C (DE)
- Apartments D (DF)
- Security Station (DH)
- Residence IV (DB)

Medical Arts Building-1467 Harper (HB)
Medical Research Foundation Building (OG)
Milton Antony Complex (EA-EF)
- Barrett Wing (EC)
- Central Wing (ED)
- Jennings Wing (EB)
- Lamar Wing (EE)
- MTOT (EF)

Motor Pool (AM)
Murphey Building (BF)
Nancy Cobb House (ON)
Nursing, School of (BE)
Outpatient Clinic (CJ)
Outpatient Clinic Offices (CK)
Pavillion (BD)
Children and Youth Clinic (CE)
Pediatric Dental Clinic (CF)
Perkins Building (HA)
Personnel Building (CC)
Physical Therapy Building (CH)
Physical Plant Shop (FD)
Protein Chemistry Laboratory (AC)
Public Safety (AN)
Research Wing (BB)
Research and Education/
- Carl T. Sanders Building (CB)
- William F. Hamilton Wing (CL)

Residence I (AE)
Residence II (AF)
Residence IV (DB)
Sickle Cell Administration/Education (AG)
Sickle Cell Adult Clinic (OL)
Systems & Computer Services Admin. (CI)
Student Center (DA)
Sydenstricker Wing (BI)
Talmadge Memorial Hospital (BA)
Warehouse/Laundry (BL)

This edition of the Medical College of Georgia **Catalog** is intended to provide for you and for others interested in health education some essential information about Georgia's primary health sciences university. Designed for those already a part of our academic community as well as new and prospective students and faculty, the descriptive material will assist you in learning more about us — our character, heritage, objectives, our academic programs, distinguished faculty and our admissions and degree requirements and procedures to name just a few.

This **Catalog** also contains detailed descriptions of many of our courses of instruction and related information to assist those seeking a program that best meets their needs.

As you review this material, I hope you will better understand the importance and seriousness of our purpose here at the Medical College of Georgia; namely, to provide sound, comprehensive academic and clinical programs that will help our students become competent, qualified health professionals.

I have a great deal of personal pride in our instituion and in our faculty and students. We shall continue to strive for a high degree of excellence in our educational programs, our research, and ultimately in our ability to provide better health care for all mankind. I invite you to join with us in this endeavor.

William H. Moretz, M.D.
President
Medical College of Georgia

Institutional Purposes

— To provide health education and training for prospective practitioners, scientists and educators at the undergraduate, graduate, postgraduate and continuing education levels.
— To promote scholarly inquiry in the biological sciences and provide leadership in the generation of basic knowledge of human biology and behavior in health and disease.
— To exercise leadership in the development of new educational approaches for the health professions and in the application of new knowledge and technology.

The Augusta Community

Augusta offers a wide spectrum of cultural, social and recreational activities. Located near the huge Clark Hill Reservoir, the area provides a spot for water skiing, swimming, boat racing, camping, and other outdoor recreational activities. Augusta is famous for the Augusta National and the annual Masters Golf Tournament, the blue ribbon of all golfing events. Augusta has eleven other golf courses, in or near the city. In addition Augusta is located near Aiken, South Carolina, which has become a center for polo and other equestrian sports. The city is fortunate in having many associations dedicated to the performing and visual arts. Among these are the Augusta Opera Association, the only resident opera company in Georgia, The Augusta Ballet, an "Honor Company" nationally known for the high quality of its performances, The Augusta Players, The Augusta Children's Theatre, The Augusta Symphony, The Georgia Dance Theatre, and the Augusta Art Association. Films, speakers and special events also are often sponsored by both Augusta College and Paine College.

The new $18 million Augusta-Richmond County Civic Center is one of the most outstanding facilities of its type in the country. The Center seats 8,658 in the grand arena for concerts, sporting events and a wide variety of other entertainment and convention activities.

Augusta is one of the leading medical and paramedical centers of the Southeast and has a rapidly developing and diversified industrial community encompassing textile, food processing, chemicals, metal working, pulp and paper and paper related products. The area also offers good shopping opportunities; recently enhanced by the addition of two enclosed malls — Regency Mall, which is the largest mall in the State of Georgia, consisting of one million square feet, and the 600,000 square feet Augusta Mall.

The Medical College of Georgia Student Government Association sponsors a full calendar of activities as well as providing tennis courts, a putting green, and indoor recreation (pool tables, ping pong, weight room, sauna, pottery room, dark room, etc.). Faculty and students may also play golf at the nearby 18 hole Forest Hills Golf Course. Students play at a special reduced rate.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 4 universities, 14 senior colleges, 15 junior colleges. These 33 public institutions are located through the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members — five from the state-at-large and one from each of the state's 10 Congressional Districts — are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A Core Curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities, senior colleges, and junior colleges. This Curriculum requires 90 quarter-credit hours, including 60 in general education — humanities, mathematics and natural sciences, and social sciences — and 30 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

Instruction is conducted by all institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including such as short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest. These activities, typically of short duration, are designed by each institution to meet special educational, informational, and cultural needs of the people of the service area of that institution.

Non-degree public service/continuing education is conducted by all institutions.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly defined projects in some cases, non-programmatic activities in other cases. They are conducted on campuses and at many off-campus locations.

The research investigations cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

The University System Advisory Council, with 34 committees, engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor, for transmittal to the Board of Regents as appropriate, regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the Vice Chancellor, and all Presidents as voting members; and it includes other officials and staff members of the institutions as nonvoting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions. The committees dealing with matters of University System-wide application include, typically, at least one member from each institution.

State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocations of the appropriations are made by the Board. The largest share of the state appropriations — approximately 52 percent — is allocated by the Board for Instruction. The percentages of funds derived from all sources for Instruction in the 1980-81 fiscal year were: 77 percent from state appropriations, 20 percent from student fees, 3 percent from other internal income of institutions.

Matriculation fees and nonresident tuition fees for students at all institutions are established by the Board of Regents. Matriculation fees are paid by all students; matriculation fees and nonresident tuition fees are paid by out-of-state students.

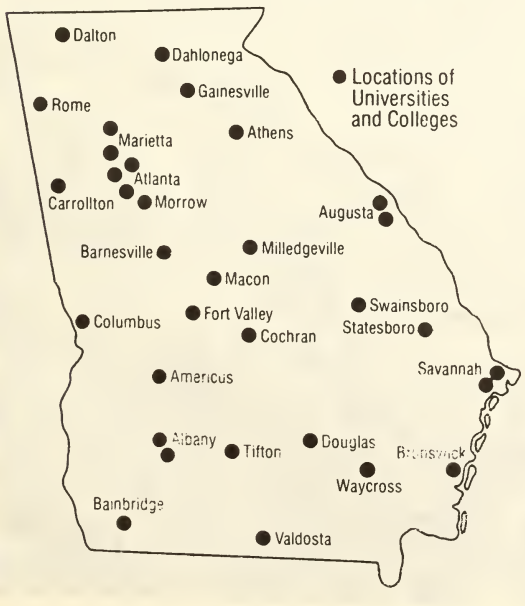
Other fees for student services and activities are established by the individual institutions, subject to approval by the Board of Regents or, if the fees are nonmandatory, by the Board of Regents office.

Institutions of the University System of Georgia

h — On-Campus Student Housing Facilities
Degrees Awarded: A — Associate; B — Bachelor's; J — Juris Doctor; M — Master's; S — Specialist in Education; D — Doctor's

Universities
Athens 30602
University of Georgia — h; B,J,M,S,D
Atlanta 30332
Georgia Institute of Technology — h; B,M,D
Atlanta 30303
Georgia State University — A,B,M,S,D
Augusta 30912
Medical College of Georgia — h; A,B,M,D

Senior Colleges
Albany 31705
Albany State College — h; B,M
Americus 31709
Georgia Southwestern College — h; A,B,M
Augusta 30910
Augusta College — A,B,M
Carrollton 30118
West Georgia College — h; A,B,M,S
Columbus 31993
Columbus College — A,B,M
Dahlonega 30597
North Georgia College — h; A,B,M
Fort Valley 31030
Fort Valley State College — h; A,B,M
Marietta 30061
Kennesaw College — A,B
Marietta 30060
Southern Technical Institute — h; A,B
Milledgeville 31061
Georgia College — h; A,B,M,S
Savannah 31406
Armstrong State College — A,B,M
Savannah 31404
Savannah State College — h; A,B,M
Statesboro 30460
Georgia Southern College — h; A,B,M,S
Valdosta 31601
Valdosta State College — h; A,B,M,S



Junior Colleges
Albany 31707
Albany Junior College — A
Atlanta 30310
Atlanta Junior College — A
Bainbridge 31717
Bainbridge Junior College — A
Barnesville 30204
Gordon Junior College — h; A
Brunswick 31523
Brunswick Junior College — A
Cochran 31014
Middle Georgia College — h; A
Dalton 30720
Dalton Junior College — A
Douglas 31533
South Georgia College — h; A
Gainesville 30403
Gainesville Junior College — A
Macon 31297
Macon Junior College — A
Morrow 30260
Clayton Junior College — A
Rome 30161
Floyd Junior College — A
Swainsboro 30401
Emanuel County Junior College — A
Tifton 31793
Abraham Baldwin Agri. College — h; A
Waycross 31501
Waycross Junior College — A

University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Degrees Offered

The following degrees and certificates are granted by the college through its schools:

School of Medicine
The Doctor of Medicine degree.

School of Dentistry
The Doctor of Dental Medicine degree.

School of Graduate Studies
The Doctor of Philosophy degree.
The Master of Science degree.

School of Nursing
The Master of Science in Nursing degree.
The Bachelor of Science in Nursing degree.

School of Allied Health Sciences
Associated Dental Sciences:
- — Bachelor of Science degree in Dental Hygiene.
- — Associate in Science degree in Dental Hygiene.
- — Associate in Science degree in Dental Laboratory Technology.

Medical Record Administration—Bachelor of Science degree.
Medical Technology—Bachelor of Science degree.
Occupational Therapy—Bachelor of Science degree.
Physician's Assistants—Bachelor of Science degree
Physical Therapy—Bachelor of Science degree.
Physical Therapist Assistant—Associate in Science degree.
Radiologic Technologies:
- — Bachelor of Science degree in Radiologic Techonology.
- — Bachelor of Science degree in Nuclear Medicine Technology.
- — Associate in Science degree in Nuclear Medicine Technology.
- — Associate in Science degree in Radiologic Technology.
- — Associate in Science degree in Radiation Therapy Technology.
- — Certificate in Nuclear Medicine Technology.
- — Certificate in Radiation Therapy Technology.

Respiratory Therapy—Bachelor of Science degree.

Joint Programs

School of Graduate Studies—School of Medicine.
Doctor of Philosophy—Doctor of Medicine degree.
Master of Science—Doctor of Medicine degree.

School of Graduate Studies — School of Dentistry.
Master of Science in Oral Biology degree.

School of Graduate Studies—School of Allied Health Sciences.
Medical Illustration—Master of Science degree.
Master of Health Education degree.

A History of the Medical College of Georgia

The Medical College of Georgia in Augusta is the Health Sciences University of the University System of Georgia. In 1950 there was one school, the School of Medicine, founded in 1828. The School of Medicine is the eleventh oldest among existing medical schools in the United States. Today, there are four additional schools — Graduate Studies, founded in 1951, Nursing, moved to Augusta from Athens in 1956, Dentistry, founded in 1966, and Allied Health Sciences, founded in 1968.

The college has experienced rapid growth the past 40 years, during which time the campus physical plant has grown from just 3 buildings on little more than 45 acres of land to 74 buildings on approximately 78 acres of land today. And, construction or expansion of facilities planned over the next few years will continue that growth trend. Today, more than 4,500 faculty and staff personnel make the Medical College of Georgia Augusta's largest single employer, and student enrollment is projected to be 2,350 for Fall 1981.

The beginnings of this medical center were somewhat less impressive than the present modern campus. The college was started in two borrowed rooms at the rear of Augusta's old City Hospital over 150 years ago, with its assets consisting of little more than the vision of its founders. It was in those early years that Drs. Milton Antony, Joseph Adams Eve, Lewis D. Ford, and later L. A. Dugas and Paul Eve, with the support of many Augusta citizens, began building the rich heritage that the Medical College now enjoys.

In 1833, members of the first graduating class received their doctor of medicine degrees. There were four students in that graduating class. In 1980, the college graduated approximately 177 physicians, 56 dentists, 169 undergraduate and 71 graduate nurses, 23 biomedical scientists and 189 professionals trained in fields of allied health sciences. Additionally, MCG now provides graduate education for more than 340 interns and residents each year.

Even in the early days of the Medical College, changes came quickly. In 1835 the college moved into its first permanent home at the corner of Telfair and Sixth streets in Augusta. This building, now called the Old Medical College and presently operated as a garden center, was vacated by the college in 1913, when the institution moved to its present mid-city campus. Except for a brief interim during the Civil War, the Medical College has operated continuously since its founding.

From 1913 to 1950 the college experienced good times and bad. Faculty members as well as students were called to service in World Wars I and II. The college received varying accreditation ratings from the Council on Medical Education of the American Medical Association. There were fat years and there were lean years for State appropriations, and the depression did not spare the Medical College either. There were battles about the relocation of the college from Augusta to both Atlanta and Athens, and there were dynamic changes in curriculum. Also during this period, The University System of Georgia was established and the college celebrated its 100th anniversary.

In 1950 the Board of Regents of the University System made the Medical College an independent unit of the University System, and for the sixth time in 125 years the institution received a new name — Medical College of Georgia.

A vital resource of the Medical College's program is its 524-bed teaching hospital, Talmadge Memorial Hospital, with the Virgil Sydenstricker Wing, and its various clinics. The founders of the college certainly could not have foreseen the rise of a great teaching hospital as part of the MCG medical complex known today. Talmadge Memorial Hospital is the major referral center for the State; patients come to Augusta from throughout Georgia, and a dozen other states, because of Talmadge's rising reputation for the care of complex and difficult diseases. In fiscal year 1980 for example, the hospital provided care for some 350 patients a day, and the college's medical and dental clinics recorded more than 220,000 outpatient visits during the year.

Neither could the founders have anticipated the honors and recognition that would mark the college's first century and a half of service to the cause of health care, health education and research on behalf of the people of Georgia. There was world-wide acclaim when Dr. Virgil Sydenstricker uncovered evidence that led to the conquest of pellagra. Dr. W. L. Moss, another MCG physician, was responsible for developing knowledge that led to the now familiar grouping of blood into three basic types. Still another Medical College of Georgia researcher, Dr. W. F. Hamilton, developed instruments and techniques which were vital forerunners of present-day open heart surgery.

Other research scientists in recent years have made important contributions to the world's knowledge of cancer, cardiovascular disease, sickle cell anemia; and scored advances in freezing and preserving human organs in surgical techniques, and in the use of new dental materials.

MCG's rapid growth and expansion program of the late 1950's and on through the 1960's and 1970's to today is an indication that the college is sincere about fulfilling its mandate from the people of Georgia to provide the highest quality educational programs and health care available.

Facilities For Instruction

The college campus, situated in the approximate center of Augusta, is convenient to the downtown business district. The locations of the college's various facilities are shown on the campus map located in the front of this **Catalog.**

Research and Education Building

The Sanders Research and Education Building, with the William F. Hamilton wing, is a modern facility containing classrooms, basic science laboratories, faculty offices, one of the largest electron microscopy laboratories in the country, television services, and similar activities related to the instructional program. The Research and Education Building is the largest instructional buidling in the University System of Georgia with about 350,000 square feet of floor space. The building is used primarily for research and instruction in the basic medical sciences.

Talmadge Memorial Hospital

As an integral unit of the Medical College of Georgia, Talmadge Memorial Hospital, opened in 1956 and enlarged by the completion of the Sydenstricker Wing in 1976, with 524 beds and 80 clinics is a major tertiary referral center. Because of the expertise of the medical staff, physicians throughout the State of Georgia refer patients to Talmadge Memorial Hospital for the specialized services available.

Physicians and dentists who are full time faculty members of the clinical departments of MCG schools are eligible for membership on the active medical staff. The members of the active staff are responsible, either directly or through the housestaff, for the acceptance of patients and for patient care and clinical teaching.

Serving as the primary teaching hospital for the Medical College, Talmadge Memorial provides clinical experience in support of programs conducted by the Schools of Medicine, Dentistry, Nursing and Allied Health Sciences.

Outpatient Clinic Building

This modern three story facility, which is connected by a walkway with Talmadge Hospital, provides space for clinics, an outpatient pharmacy, and various administrative offices.

The School of Dentistry Building

This facility is one of the most modern and effectively designed buildings for dental education in the United States. The building contains operatories, laboratories, clinics, classrooms, seminar rooms and faculty offices geared toward the clinical education of dental students and research in clinical dentistry and the basic dental sciences.

Library

The library is a modern two-story building completed in 1980.

First Floor Services include photocopy, circulation, collection development, reference, on-line bibliographic searching, computer assisted instruction and audiovisuals. Collections on the first floor include currently received journals, indexes and abstracts, reference, student reserves, microforms and audiovisuals. Library cards are available through the Circulation Services Department.

Second Floor Services include typing room, interlibrary loan, and special collections. The collections housed here are bound journals, older books (Dewey Decimal), newer books (NLM-LC), and institutional publications.

Individual carrels, small group study rooms, seminar rooms, and conference rooms are scattered throughout the building.

Library orientation/education programs are available through the Education/Information Department of the Library. An extensive audiovisual viewing area is also availalbe with hardware backup from Classroom Services.

Approximately 1,500 current journal titles are received annually. The overall collection of books, journals and audiovisuals consists of over 115,000 volumes.

The Georgia War Veteran's Nursing Home

The GWVNH is located adjacent to the main MCG campus and is administered under the auspices of the Medical College. The GWVNH is a facility of the Veterans' Service Board of Georgia, a State agency. The home contains 192 beds for nursing home care with some in-house medical services provided through the Medical College of Georgia.

The GWVNH is involved in the educational process by providing clinical experiences for medical and nursing students, occupational and physical therapy students, and students in the physician's assistant program. In addition, the Medical Director of the Nursing Home directs a program to train Family Practice residents in the long-term care of the elderly.

Other Instructional Facilities

Other facilities used in the instructional program and containing classrooms, labs and/or clinics include the Family Practice Center, Dermatology Clinic, Children and Youth Clinics, the Milton Antony Complex's Jennings Wing and MT-OT wing, the Murphey Building, and Sickle Cell Center, and the Radiation Therapy Center.

Administrative and Service Facilities

Major facilities which are used primarily for administrative and service purposes include:

The Administration Building, which contains offices for the President, Provost, Vice President and Treasurer, Comptroller, Dean and some Associate Deans of Medicine, Dean and Associate Dean of Allied Health Sciences, business affairs offices, the Registrar's office, academic admissions, financial aid, and institutional relations.

The School of Nursing Building, which houses the Dean and other School of Nursing faculty and staff.

The Faculty Pavilion, which houses some departments in the School of Allied Health Sciences, Physical Plant offices, and Systems and Computer Services administrative staff.

The Student Center which houses student government offices, a cafeteria, the book store, student lounges and recreational facilities, the Director of Student Affairs and other student affairs administrative staff.

Computational Facilities

Faculty and students have access to a variety of modern computer systems and services. The MCG is a member of the University System Computer Network, and thereby has access through interactive and batch terminals to a CDC Cyber 70/74 located on the University of Georgia campus. For special needs, the use of other computer facilities at the University of Georgia, Georgia State, and Georgia Tech can also be arranged through the Network. These facilities provide a wide range of software for research and educational use.

Several microcomputers are available for use by students and faculty on a scheduled basis. Minicomputers are located in various research laboratories on campus; some are available on request for temporary or experimental use. A Hewlett-Packard 2000 Access time-sharing system is available for educational use by the School of Medicine, and may be used by other schools with prior arrangement.

An IBM 4341 supports hospital and college information systems and some types of clinical research.

The Division of Systems and Computer Services provides a full range of consultative and support services for faculty, students, and staff wishing to make use of these facilities.

Accessibility to Handicapped

The Medical College of Georgia's physical facilities and institutional programs have been modified in accordance with Federal Law and regulations to allow equally effective access by handicapped persons, to include public restrooms, ramps and curb cuts for persons confined to wheelchairs, and similar structural changes. Special services may be made available on a reasonable basis in accordance with reported needs of individual handicapped students.

Major Affiliated Hospitals

The Medical College of Georgia has major affiliation agreements with the hospitals described below.

The Veterans Administration Medical Center

The Veterans Administration Medical Center consists of two divisions: the Uptown Division, a 751-bed neuropsychiatric hospital; and the new Downtown Division, a 420-bed general medical and surgical hospital located adjacent to Talmadge Memorial Hospital with a connecting walkway allowing easy access.

The VAMC provides excellent facilities for the clinical training of MCG students and housestaff. Full-time faculty supervise patient care and student educational programs in both required and elective areas. The VAMC is a member of the College Affiliated Hospital Program.

University Hospital

University Hospital is a community hospital, operated under the Richmond County Hospital Authority. Prior to the opening of Talmadge Memorial Hospital, it was for years the primary teaching hospital for the Medical School. Immediately adjacent to MCG, it is a well equipped 653-bed hospital with a mixture of private (approximately 75%) and teaching service patients; it also includes the major general emergency room in the area.

University Hospital is utilized for clinical education of MCG students and as a member of the College Affiliated Hospitals Program, it provides housestaff training in several medical specialities. A nucleus of full-time faculty at University Hospital working with private physicians and Talmadge Hospital staff provides the supervision and teaching program.

Dwight David Eisenhower Army Medical Center

The Eisenhower Medical Center at Fort Gordon, Georgia, on the outskirts of Augusta, is a new 760-bed Army teaching hospital. It is a tertiary care referral center for the Southeastern United States, Caribbean, and Canal Zone for the military population. MCG students, under the direction of MCG faculty, utilize the clinical facilities of Eisenhower Medical Center for various educational programs. In addition, residents in the training programs there may take clinical rotations in the Medical College of Georgia teaching hospitals.

Georgia Regional Hospital

Georgia Regional is a State regional psychiatric hospital designed to treat children and adolescents, adults and geriatric patients. The hospital also has an alcohol and drug abuse unit. This modern, 355-bed hospital has affiliation with the MCG Medical School Psychiatry Department and the Schools of Allied Health Sciences and Nursing to provide clinical training for students and medical residents. Non-psychiatric health care of Georgia Regional patients is also provided by the Medical College of Georgia.

Gracewood State School and Hospital

Gracewood is the State school and hospital for the mentally retarded, and is dedicated to nurturing the dignity, health and development of the mentally retarded who require residential care. The facility serves all age levels and provides broad services for care, treatment and training. The residential units accommodate an optimum of 1,000 residents. Students in medicine, dentistry, nursing and allied health sciences receive clinical training and/or provide care at Gracewood under the direction of resident faculty.

Other Major Affiliated Hospitals

The Medical College of Georgia maintains full-time faculty stationed in four hospitals in three of the larger cities of Georgia. These hospitals provide clinic training to medical students and expose the students to health care facilities, patients, problems and related experiences in these community hospitals which are remote from Augusta. Each participating hospital has had on-going programs in graduate level residencies and is committed to providing an educational program of quality.

The participating hospitals are:

— The Medical Center of Central Georgia in Macon
— The Memorial Medical Center in Savannah
— The Medical Center in Columbus
— St. Francis Hospital in Columbus

These and other hospitals throughout Georgia and other states have formal affiliation or clinical agreement with various programs in the Schools of Allied Health Science, Dentistry, Medicine and Nursing.

Admission Requirements

Admission requirements and application procedures, including information pertaining to application forms, personal interviews and pre-entrance testing, are listed within each school's section of this Catalog. *The most up-to-date information can be obtained by contacting the Office of Academic Admissions (programs in Allied Health Sciences and Nursing), the School of Graduate Studies (graduate programs except Nursing), or the Office of Student Affairs (Medicine and Dentistry).*

The college is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, religion, age, national origin, or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity, or facility.

Transfer Credit

A maximum of 95 academic quarter hours from a junior college, or 145 hours from a senior college or other educational institution may be transferred into an undergraduate program. See the "Scholarship" statement under Graduation Requirements.

Courses and credits transferable to an undergraduate curriculum from other colleges or universities must have a grade point average acceptable to the college, but in no case less than a 2.00 overall. College credit will not be granted for remedial courses or other courses that are basically of secondary school level. Individual schools /programs may have higher standards for transfer credit, in which case the higher standards shall apply.

At the discretion of the appropriate academic dean, a student transferring into professional curricula from any institution may be required to

have professional course work validated by standardized examinations in order to gain advanced standing and receive college credit for such course work. An application will not be considered from a student who is not in good standing at the institution he has attended previousy, unless officials at the last institution he/she has attended recommend consideration of the application.

An applicant who wishes to transfer to the college must submit official transcripts from the registrar of all course work attempted at every institution of higher education at which he has ever enrolled. Transcripts sent by the applicant or transcripts without an official seal and registrar's signature will not be accepted.

The total number of hours that may be earned toward a degree by either extension or correspondence courses, or both, shall not exceed one-fourth of the total credit hours required for a degree. Credit from correspondence courses and/or extension courses are subject to validation to the satisfaction of the dean of the school concerned.

Any credit which is more than ten years old is subject to validation to the satisfaction of the dean of the school concerned. Credits from institutions that are not part of the University System of Georgia or are not accredited by a regional accrediting association are subject to validation to the satisfaction of the dean of the school concerned.

Technical Standards

Qualification for admission to, and graduation from, any school of the Medical College of Georgia requires satisfaction of the following general technical standards:

1. sufficient intellectual capacity to fulfill the curricular requirements.
2. ability to effect multi-modal communication with patients, colleagues, instructors and/or other members of the health care community.
3. physical ability to learn and implement the various technical skills required by the faculty.
4. sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the respective health care profession.

Standards have been developed for individual programs for use in evaluation of prospective and enrolled students. These standards are admissions and graduation guidelines and are subject to continuing revision and improvement.

Readmission of Former Students

Former students of the School of Allied Health Sciences or the School of Nursing who wish to return to the same program they previously attended may contact the Registrar concerning readmission procedures. All other former students seeking readmission should contact the appropriate admissions office.

College-Level Examination Program (CLEP)

The Medical College of Georgia may award credit to students who successfully pass this test in applicable academic fields, in accordance with the CLEP policy available in the Registrar's office.

Transient Students

A student who has taken work in a college or university may apply for temporary registration at the Medical College of Georgia as a transient student. Such a student will ordinarily be one who expects to return to the college or university in which he or she was previously enrolled.

Since the Medical College's primary obligation is to its regularly enrolled students, MCG will consider the acceptance of transient students only when space is available. Specific application information for potential transient students is available from the MCG Office of Academic Admissions. Medical and dental courses are not available to transient students.

Full-time Employees

Full-time employees of the Medical College of Georgia who apply to enroll as students at the Medical College are expected to secure the permission of their immediate supervisors. Employees working in any of the five schools are required to obtain the permission of their Department Chairman, as appropriate, and of their Dean.

Enrollment of Persons 62 Years of Age or Older

Pursuant to the provisions of an amendment to the Georgia Constitution adopted on November 2, 1976, the Board of Regents has established the following rules with respect to enrollment of persons 62 years of age or older in units of the University System. Effective with the beginning of the 1977 Fall Quarter, to be eligible for enrollment under provisions of this amendment such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and must present a birth certificate or other comparable written documentation of age to enable the Registrar to determine eligibility.
2. May enroll as regular or auditing students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees.
3. Must in general meet all System and institution undergraduate or graduate admission requirements to include high school graduation, SAT scores, and Special Studies, if enrolling for credit. Institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and SAT score requirements are inap-

propriate. In those instances involving discretionary admission, institutions will provide diagnostic methods to determine whether or not participation in Special Studies will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.

4. Will have all usual student and institutional records maintained; however, institutions **will not** report such students for budgetary purposes.
5. Must meet all System, Institution, and Legislated degree requirements such as Regents' Test, Major Area Exam and History and Constitution Instruction or Exams, if they are degree seeking students.
6. May not enroll in Dental, Medical, Veterinary, or Law Schools under the provisions of this policy. (Minutes, 1976-77, pp. 255- 256, pp. 443-444)

Foreign Student Requirements

Foreign applicants to the Schools of Allied Health and Nursing must provide certain preliminary admissions information before a formal application can be considered. Scores on the Test of English as a Foreign Language (TOEFL — 500 minimum) and the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board must be submitted, together with an estimate of the total amount of money which the student can apply toward his education for the upcoming year. Address all inquiries to the Office of Academic Admissions, Administration Building — Room 170, Medical College of Georgia, Augusta, Georgia 30912. Foreign applicant information for the School of Graduate Studies is printed in the Graduate Studies section of this Catalog. Foreign students without U.S. permanent resident status are discouraged from applying to the Schools of Medicine and Dentistry.

General Education Courses

Augusta College, a sister institution within the University System of Georgia, has been designated to offer selected courses in general education for students registered at the Augusta campus, Medical College of Georgia. Credits and grades for such courses are accepted by the college directly from Augusta College as though the courses were taught on the MCG campus. The student must be registered at MCG while taking the courses, and all courses taken must receive advanced approval of the academic dean.

A similar arrangement exists for the School of Nursing, Athens (SONAT) students with the University of Georgia, and for the School of Nursing, Savannah Satellite (SAVSAT) students with the Savannah State College and Armstrong State College. (This latter program is being phased out.)

Academic Regulations

Units of Credit

The unit of credit is the quarter hour. A quarter hour equals 50 minutes of class work per week for one quarter, or its equivalent in other forms of instruction. Credit given for particular courses is as stated in the course listings of this **Catalog**, or as defined at the time of registration by the various schools.

Course Numbering System

The college offers courses numbered 100 to 299 to students in the lower division of undergraduate schools, and courses numbered 300 to 499 to students in the upper division of undergraduate schools. Graduate courses are numbered from 600 to 999. Certain courses are offered to undergraduate, graduate and professional students jointly. Such courses are numbered appropriately for each class and degree program.

Courses in the Schools of Medicine and Dentistry are numbered from 500 to 599. Developmental and remedial courses, which do not carry academic credit for graduation purposes, have course numbers of 099 and below.

Classification of Students

The classification under which a student registers at the beginning of each academic quarter will continue throughout the academic quarter.

Undergraduate students are classified as follows:

Classification	Hours Earned
Freshmen	less than 45
Sophomore	at least 45
Junior	at least 90
Senior	at least 135

Grades

The Medical College of Georgia is on the 4.0 grade point average system. The following grades are approved for use in the Medical College of Georgia and are included in the determination of the grade point average:

Grade	Description	Grade Points
A	excellent	4.0
B	good	3.0
C	satisfactory	2.0
D	passing*	1.0
F	failure	0.0
WF	withdrew, failing	0.0

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control,

was unable to meet the full requirements of the course. The requirements for removal of an "I" are left to the respective schools; however if a school does not designate a shorter time period, an "I" not satisfactorily removed after three quarters in residence will be changed to the grade of "F" by the Registrar.

W — This symbol indicates that a student was permitted to withdraw without penalty. Any student who withdraws on or before midterm will receive a "W". Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the appropriate academic dean.

S** — This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

U** — This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs.

V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

K — This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective school's faculty. (CLEP, AP, Proficiency, etc.).

*Some curricula do not recognize the D as acceptable for meeting graduation requirements. See School/Program sections for these higher requirements.

**Use of this symbol to grade regular academic course work must have the prior permission of the President and Chancellor.

Grade Changes

Any grade recorded by the Registrar will be changed in accordance with MCG and Regent's grading policies upon receipt from the instructor of a completed Grade Change Report form. Forms are available from the Registrar.

Repeated Course Work

By registering for a course for which credit has already been received, a student forfeits credit toward graduation in the previous course. The final grade for graduation purposes will be the grade on the repeated course; however, all hours attempted and grades earned will appear on the transcript and be used in computing the grade point average.

Registration

Registration for Augusta campus courses must be completed on the dates stated in the academic calendar. Registration dates on campuses remote from Augusta are those in effect on the remote campus, e.g. School of Nursing, Athens (SONAT) registration coincides with University of Georgia registration.

Registration procedures are the responsibility of the Registrar. Notification of these procedures and any changes in the academic calendars will be send to all students at the appropriate time.

Adding and Dropping Courses

Additions to a student's course schedule will not be allowed after the deadline for adding courses set forth in the academic calendar of the institution offering the course.

A course may be dropped without penalty up to the midterm date set forth in the academic calendar. Following this deadline, a student dropping a course will receive a "WF" (Withdrew Failing), except in cases of hardship as determined by the appropriate academic dean. "WF" grades will be treated as "F" grades for grade point calculations.

Courses may only be added or dropped by following procedures established by the Registrar. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Late Registration Policy

1. Students failing to register by the last date of regular registration for their school or program, to include payment of fees, shall be permitted to register during the time designated for late registration. However, a late fee of $25.00 shall be assessed for any student registering during the late registration period.
2. In keeping with Board of Regents policy, registration fees are due and payable at the time of registration. The student cannot be enrolled until all registration and other fees are paid in full.
3. No student shall be permitted to register after the last date of late registration, except in cases of unusual circumstances as judged by the President of the Medical College of Georgia. In such cases, the student shall be required to pay the late registration fee in addition to the regular registration fees.

While reasonable efforts shall be made to inform students of registration dates and any changes in the dates published in the ***Catalog,*** it is the student's responsibility to keep apprised of such changes.

Auditors

Regularly enrolled Medical College students may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. After the last day for registration, no changes from an audit basis to credit or from credit to audit will be permitted. Students auditing courses will be required to pay the regular fees for enrollment. (See the "Fees" section of this **Catalog.**)

Attendance

Regular and punctual attendance is expected of students in all classes, and is counted from the first class meeting each term. Students who incur an excessive number of absences are subject to academic penalty.

Specific attendance requirements may be established by individual schools/programs.

Professional Liability Insurance

Students in the health professions are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. Many of the clinical facilities where these learning experiences take place will accept only students who are covered by professional liability insurance. Students may contact the office of the dean of the MCG school in which they expect to enroll for information on the availability and cost of such coverage. MCG does not provide coverage and the cost is not included in tuition and matriculation fees.

Academic Honesty

The College recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the College's grades and degrees and to assist students in developing standards and attitudes appropriate to academic life are contained in the **Student Handbook** or in school honor codes.

Dean's List

In order to recognize superior academic performance among undergraduates, a Dean's List is compiled quarterly. The achievement of each student who qualifies for this distinction is acknowledged and an appropriate entry is made on the student's permanent record. To qualify for the Dean's List, a student must have attempted 12 or more hours of graded academic work in a quarter and have achieved a grade point average of at least 3.50. For students with I's, Dean's List computations will not be made until a grade is determined.

Dean's List qualifications for the School of Dentistry are stated in the School's section of this **Catalog.**

Graduation with Honors

The Medical College awards undergraduate degrees with honors to candidates who meet specified standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 90 quarter hours in residence; and only work taken in residence will be considered. The standards are as follows:

Summa cum laude	3.90
Magna cum laude	3.70
Cum laude	3.50

Grade point averages will be rounded to the nearest hundredth to determine eligibility.

This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

Normal Course Load

The normal course load may vary with the degree program. Students may be required to register for a course load less than the normal course load if this action is determined to be advisable in the light of the student's academic standing or for other reasons. An undergraduate or Graduate Studies student who in any quarter registers for less than 12 quarter hours is considered a part-time student; a student who registers for 12 or more hours is considered a full-time student. No student of the Schools of Allied Health Science, Graduate Studies or Nursing may register without special approval from his/her dean for more than 20 quarter hours (including audit courses) in any given academic quarter.

The School of Medicine

The School of Medicine does not admit students on a part-time basis. Students enrolled in the expanded curriculum or in clinical clerkship may, with appropriate approval, carry lesser academic loads than other students because of academic or scheduling problems. However, these students are considered to be committed to full-time pursuit of the M.D. degree.

The School of Dentistry

All DMD degree-seeking students are considered to be full-time and are expected to devote full-time efforts toward completing the degree. Most students complete the program in four calendar years and take a uniform quarterly course schedule. Other students may, with special permission, complete the degree program in more than four years and take a variable quarterly course load designed to meet their academic or scheduling circumstances.

The only exception to this rule is for part-time faculty who may be allowed to register as part-time students in order to complete the DMD degree. A limited number of special students, who are not degree-seeking, may also be permitted to enroll part-time.

Planning the Academic Program

The adacemic program of each student should be planned in consultation with the academic advisor, major professor, or other peson as designated by the dean of the school concerned; however, the student is ultimately responsible for meeting all graduation requirements for the degree sought.

Withdrawal from the College

A student who wishes to withdraw must report to the Registrar to obtain and complete procedures outlined in the Withdrawal Form. The records of a student who fails to withdraw officially from this institution will not be released until the appropriate procedures have been completed. (See section on "Refund of Fees.")

Examinations

A student may be required to perform acceptably on any examination before graduation as deemed appropriate by the academic deans, president and/or Board or Regents.

Academic Probation, Suspension and Dismissal

The following policy applies to all undergraduate programs. Policies for graduate-level programs are stated under the appropriate school section of this **Catalog.**

Academic Probation

Any undergraduate student whose grade point average (GPA) for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any quarter shall be considered on academic probation (subject to the provisions of the following dismissal and suspension policies). More stringent departmental probation standards may be applied.

Academic Dismissal

Academic dismissal is the involuntary separation from the College of a student who fails to maintain academic standards. Any undergraduate student shall be dismissed whenever he or she:

1. Receives a failing grade in all academic courses in any quarter in which the student attempts more than one academic course;
2. Fails to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 45 hours and a 2.0 for all resident work at the end of any academic year thereafter;
3. Fails to achieve a quarterly GPA of at least 2.0 in the quarter immediately following his/her placement on probation.

Any student dismissed for academic reasons and seeking to be readmitted may reapply for the next regular admission date following standard application procedures.

Where circumstances warrant, a student dismissed under the provision of this policy may be reinstated as a student on probation upon written authorization of the dean and subject to conditions of continuation established by the dean at the time of reinstatement.

Academic Suspension

Academic suspension differs from academic dismissal in that it implies a time period after which return to the program will be permitted. A student who has been suspended will be advised of any conditions necessary for reinstatement and will be permitted to re-enroll at the appropriate time after meeting these conditions.

Individual school/department policy may be established which dictates that an undergraduate student who fails to make at least a "C" in any course which is essential to further study in the curriculum of the program in which he/she is enrolled may be suspended. Where the course is essential to some but not all further study, the department may choose to offer the student a reduced academic load over an increased number of quarters to assist the student in completing the program of study.

Courses considered to be essential to further study should be identified for the student by the school/department at the time the student enters the program.

Good Standing and Satisfactory Progress

A student is considered to be in good standing and making satisfactory progress each quarter he or she is permitted to enroll as a degree-seeking student.

Regents Testing Program Examination

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are; (1) to provide Systemwide information on the status of student competence in the areas of reading and writing: and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the Test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the Test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have earned 45 hours of degree credit if the Test has not been passed previously. Institutions, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.
2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take the appropriate non-degree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.
3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.
4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.
5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program.
6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded **and** if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board approved procedures.
7. These revised procedures shall be followed by all students effective January 1, 1980.
8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.
9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to

implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June, 1973, pp. 481-85; November, 1978, pp. 88-9).

Stipulation Relating to Procedure for the Review Process — Regents' Testing Program

The Board of Regents approved the following procedures relating to a student's formal request for review of his/her failure on the essay component of the Regents' Test.

1. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three (3) faculty members designated by the institution as a review panel.
2. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing program central office. The student will be notified concerning the results of the on-campus review.
3. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the System's Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified, through the institution, concerning the results of the review.

The review process will be initiated at the Medical College of Georgia by the student contacting the Registrar's Office and requesting that his/her essay be reviewed.

Educational Records

Official academic records are maintained by the Registrar. Access to these records is governed by the Family Educational Rights and Privacy Act of 1974, as amended. A listing of all students educational records maintained by the institution is contained in the **Student Handbook**, which is available from the Division of Student Affairs.

Curriculum Changes

The new knowledge continually emerging in the health sciences, changing concepts in the delivery of health care and consideration of certification and licensure requirements may necessitate certain changes in the curriculum of a given school. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during his or her period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.

Changes in Catalog Requirements

The statements set forth in this **Catalog** are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this **Catalog** will ordinarily be applied as stated, the Medical College of Georgia reserves the right to change any provision listed in this **Catalog**, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the president, provost, academic deans, registrar, and student affairs. It is especially important that students note that it is their responsiblity to keep themselves apprised of current graduation requirements for their particular degree program.

Requirements for Graduation

All financial obligations to the College must be met prior to graduation.

Requirements for Graduate, Medical and Dental Degrees

Requirements for graduate, medical and dental degrees are stated in this **Catalog** under the sections for the School of Medicine, School of Dentistry, School of Graduate Studies, and the School of Nursing.

Requirements for Associate and Baccalaureate Degrees

Requirements in addition to those listed below for associate and baccalaureate degrees are stated in this **Catalog** under the sections for the School of Allied Health Sciences and the School of Nursing.

1. **Recommendation by Faculty**
   It is implicit in the requirements for all degrees conferred by the College that the faculty of each school recommend each candidate for a degree as having met all requirements for the degree to be conferred.
2. **Residence Requirements**
   Every candidate for a baccalaureate or associate degree at the Medical College of Georgia must take a minimum of 45 quarter hours in residence.
3. **Total Credit Requirements**
   A minimum of 180 quarter hours (excluding physical education) is required for a baccalaureate degree, and a minimum of 90 quarter hours (excluding physical education) is required for an associate degree.
4. **Regents Testing Program Examination Requirement**
   The University System of Georgia requires that each student receiving an undergraduate degree from a state-supported college must have successfully completed this examination (see the section on the Regents Testing Program Examination in this **Catalog**).
5. **Examinations on the History and Constitutions of the United States and Georgia**
   Examinations on these subjects are required of all baccalaureate and associate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given once each quarter on the dates listed in the latest academic calendar for the appropriate school. Students are advised to meet this requirement early in their academic career.
6. **Exit Examination in Major Field**
   The University System of Georgia requires that each student who completes a baccalaureate degree program take an appropriate comprehensive exit examination in the major field of study. Further information on this examination may be obtained from the school or department in which a student is enrolled.
7. **Scholarship**
   An undergraduate degree shall not be conferred on any person whose overall grade point average (for courses in residence) is less than 2.0. Credit hours in courses with the grade of D shall not exceed 20 percent of the total hours (including transfer hours) used as credits for a degree. Individual curricula may establish higher standards for achievement, in which case, the higher standards shall apply.

Application for Graduation

Application for graduation must be made by each candidate on a form obtainable from the following offices:

Allied Health Sciences — Departments
Dentistry — Associate Dean for Students
Graduate Studies — Dean
Medicine — Curriculum
Nursing — Advisement and Records

The application form should be completed at least 1½ quarters prior to time of graduation. The candidate for a degree from the college must attend the commencement exercise at which the degree is to be conferred, unless he/she is officially excused in writing by the appropriate academic dean.

Food Services

The college provides a cafeteria and coffee shop in the Student Center and in Talmadge Memorial Hospital. Hours of operation are published in the **Student Handbook**, which can be obtained from the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912.

Housing

The Medical College has limited residence hall and apartment accommodations on the campus for single undergraduates, single graduates and professional students and married students. All accommodations are furnished and air conditioned. Rent includes all utilities.

The housing rental agreements for Residences I, II and IV stipulate that tenants pay rent for a specified rental agreement period. Payments are made in quarterly installments, such that there are three installments made for the regular academic year rental agreement period, and one installment made for the summer rental agreement period. The student desiring to reside on-campus signs separate agreements for the regular year and summer. Quarterly installment payments are shown below.

Residence I & II (Single students)
Single Room $270.00 per quarter
Double Room $180.00 per quarter
An activity fee of $1.00 per quarter is assessed for Residence I and II residents.
Residence IV (Single Graduate, Medical and Dental Students)
Double Room $225.00 per quarter
Residence V (Married Student Apartments)
One Bedroom $205.00 per month
Two Bedroom $230.00 per month

Deposits and Refunds
A security deposit is required of all students given a housing assignment. This deposit is retained by the college to cover the cost of any damage to rented facilities, and to insure rental agreement obligations are met. The deposit will be refunded, less any deductions, as soon as possible after terminating housing.

Application Procedures and Information
Students accepted for admission to the College and interested in applying for on-campus housing should write the Housing Office, Residence II, Medical College of Georgia, Augusta, Georgia 30912.

Off-Campus Housing

Accepted students interested in housing off-campus should visit the off-campus housing office in Residence I for information about housing in the Augusta community.

Fees

Costs of materials, books, deposits, uniforms, instruments, and personal expenses are estimated in each school's section of the Catalog.

Full-Time Graduate and Undergraduate Students
The following general fees are payable at the time of registration for all graduate and undergraduate full-time (12 credit hours or more) regularly enrolled students:

	per quarter
Matriculation Fee	$248.00
Non-resident Fee (in addition to Matriculation Fee)	493.00
Student Health Fee	36.00
Student Activities Fee	15.00

Part-Time Graduate and Undergraduate Students
The following general fees are payable at the time of registration for all graduate and undergraduate part-time (less than 12 credit hours) regularly enrolled students:

	per quarter hour
Matriculation Fee	$21.00
Non-resident Fee (in addition to Matriculation Fee)	41.00
Student Health Fee (only if enrolling for 6 hours or more)	36.00
Student Activities Fee (only if enrolling for 6 hours or more)	15.00

Full-Time Medical and Dental Students
The following general fees are payable at the time of registration for all full-time regularly enrolled Medical and Dental students:

	per quarter
Matriculation Fee	$595.00
Non-resident Fee (in addition to Matriculation Fee)	624.00
Student Health Fee	36.00
Student Activities Fee	15.00

Medical and Dental Students Taking Variable Course Loads
Medical students enrolled in a special curriculum or for clinical rotations, and dental students enrolled for a quarterly schedule that varies from the prescribed four-year curricular schedule, shall pay fees at the time of registration each quarter in accordance with a fee schedule available in the Registrar's Office and Cashier's Office.

Audit Fees
Fees for auditing a course are the same as the fees for regular enrollment. (See the Academic Regulations section for policy regulating course audits.)

Acceptance Deposits
All schools of the Medical College of Georgia require a $50.00 acceptance deposit which will

be credited toward first quarter matriculation fees. Those accepted applicants who fail to appear for registration, and fail to notify the appropriate admissions office of their withdrawal in writing not later than the last day of regular registration of their entering class, shall forfeit their acceptance deposit.

Refund of Fees

Students who officially withdraw from college will receive a refund of matriculation fees at the end of the quarter in which the withdrawal is made. Students who officially withdraw with a clean record within the time specified after the sceduled registration date may receive refunds of matriculation fees as listed:

Time of Withdrawal	Percent Refunded
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Student health and student activity fees will not be refunded when withdrawing. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

The late registration fee policy is published in the Academic Requirements section of this Catalog.

Changes in Fees and Other Charges

All matriculation charges, board, room rent or other charges listed in this Catalog are subject to change at the end of any quarter.

Financial Assistance for Students

Because the cost of acquiring an education in the health sciences may prevent many students from beginning or completing their studies, the college has developed a program to assist students in financing their education. The college believes that educational opportunities for qualified students should not be controlled by their financial resources, although realistic financial planning is an essential part of college preparation. In selecting students to receive financial assistance the college places primary emphasis on financial need. Academic achievement and promise, and character are also considered.

Students desiring more information about financial aid resources should write the Financial Aid Office, Medical College of Georgia, Augusta, Georgia 30912. Information concerning graduate fellowships and assistantships is available from the School of Graduate Studies. Applications for assistance may be submitted to the College prior to official acceptance for enrollment and should be on file by April 1. Later applications will be considered only on a "remaining funds available" basis.

Student Health Service

Full information on student health service is published in a **Student Handbook** which all students receive upon entrance into the college. The cost of the health service is $36 per quarter to all students enrolled for six or more credit hours.

Student Insurance

The MCG student government sponsors insurance programs for enrolled students. Information on student life insurance and student health insurance is made available to all applicants accepted for admission prior to first enrollment, and to all enrolled students annually or upon request.

Student Responsibilities and Services

The services available to student, as well as the students' responsibilities are outlines in the **Student Handbook** which is published by the Division of Student Affairs. All students are responsible for knowing its content. Copies are available from the Division of Student Affairs.

Student Discipline, Grievances and Appeals

Student discipline at the college is the responsibility of the President and his administrative staff. Students will be expected to act in a manner of credit to themselves and to the institution as outlined in the **Student Handbook** section on Student Judiciary Procedures and in the individual school honor codes.

Grievances

Students who have grievances in regard to discrimination of any kind, e.g. race, sex, handicap, religion, etc., or in regard to sexual harassment shall follow the grievance procedures published in the **Student Handbook.**

Appeals

Students subjected to disciplinary action by the institution shall have the appeal rights published in the Student Disciplinary Principles

and Procedures section of the **Student Handbook,** or in the school honor codes distributed to each enrolled student.

Students dismissed or suspended for academic reasons, and applicants for admission who feel their applications have not been given due consideration, should first appeal to the department and/or school concerned and follow their established appeal procedures.

After the above channels have been followed, any applicant who feels his/her application was not given due consideration, and any expelled, dismissed or suspended students, shall have the right to appeal in accordance with the following procedures as specified by the Board of Regents:

1. The person aggrieved shall appeal in writing to the President within five days after the action of which he complains. The President shall within five days appoint a committee composed of three members of the faculty of the institution or he shall utilize the services of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five days make its findings and report thereon to the President. After consideration of the committee's report, the President shall within five days make a decision which shall be final so far as the institution is concerned.
2. Should the aggrieved person be dissatisfied with said decision, he/she may apply to the Board of Regents, without prejudice to his position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days, following the decision of the President. This application for review shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board, or a committee of the Board, shall investigate the matter thoroughly and render its decision theron within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

Rules Governing the Classification of Students as Residents and Non-residents

The following rules have been adopted by the Board of Regents for the purpose of determining the residency status of students:

1. A. If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.

   B. No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
3. A full-time employee of the University System and his or her spouse and dependent children may register on the payment of resident fees.
4. Nonresident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees.

6. All aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
7. Institutions of the University System may grant waivers of non-resident fees for students from foreign countries attending institutions of the University System of Georgia under quotas established by the Board of Regents. To qualify for the waiver, the sponsoring organization must pay the tuition and required fees for the sponsored student and must be identified as an agency of the Federal Government, a church or civic-club located in Georgia which has received specific approval of the Board of Regents to sponsor students. Quotas, once established by the Board, shall continue from year to year until changed by the Board.
8. If the parents or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve month period the student may continue his registration only upon the payment of fees at the non-resident rate.
9. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the nonresident fees.
10. Career Consular Officers, and their dependents, who are citizens of the foreign nation which their Consular Office represents and who are stationed and living in Georgia under orders of their respective governments, shall be entitled to enroll in University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.
11. Military personnel, and their dependents, stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia.

Questions concerning residency for fee-payment and/or admission purposes should be directed to the appropriate office below:

Enrolled students — Registrar's Office, 173 Administration Building

Applicants for admission — mail inquiries to the office indicated, Medical College of Georgia, Augusta Georgia 30912

Medicine or Dentistry — Office of Student Affairs

Nursing (to include graduate nursing) or

Allied Health Sciences — Office of Academic Admissions

Graduate Studies — Dean, School of Graduate Studies

Illegal Use, Possession or Distribution of Narcotics and/or Other Dangerous Drugs

The following statement of policy is designed to emphasize, in fairness to all members of the college community, the serious and dangerous consequences resulting from the illegal use, possession, or distribution of marijuana, hallucinogenics, narcotics, or scheduled drugs, and the unathorized use of drugs, such as amphetamines, barbiturates, and tranquilizers, which are sometimes prescribed for medical purposes.

While there is admittedly much controversy as to whether or not marijuana should be classified as a narcotic or dangerous drug, the fact does remain that the possession or transfer of marijuana is illegal under both Federal and State laws and is punishable under either. It should be especially noted that it is unlawful for any person to manufacture, deliver, distribute, dispense, sell, or possess any controlled substance under the provisions of the Georgia Controlled Substances Act (Chapter 79A-8).

Agents of the Federal and State governments are engaged in an intensive and thorough investigation on a continuing basis throughout the state. The law requires that when an act is committed against the Georgia Controlled Substances Act the law enforcement authority shall handle the situation rather than the college administration.

Under such circumstances, it is clear that the policy of the Medical College of Georgia shall be: Students involved in criminal offenses will be tried in the criminal justice system of the community.

Clearly, the Medical College of Georgia cannot protect members of its community who commit such offenses. Students should not expect that the college officials will come to their defense for activities committed in violation of the criminal code. It ought to be added that this applies to all members of the Medical College of Georgia.

It should not be inferred from this that the Medical College is indifferent about what happens to the members of this community; rather, it has a deep concern for those who may find themselves in violation of the law. It is believed that some may not fully recognize the implications of full accountability and responsibility with regards to drugs. It is for this reason that this statement is being made.

1981-1982 Academic Calendar Highlights

Interested parties are referred to the more comprehensive calendars of each school found in the school's section of the catalog.

August

1981

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26 — Last day of AHS, GS, & NSG summer classes
27-28, 31-Sept. 1 — Exams for AHS, GS, & NSG
31 — Med Phase II registration/classes begin

September

1981

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 — Last day for Med Phase II late registration
3-4 — Med Phase I orientation/registration
7 — Labor Day holiday
8 — Med Phase I classes begin
10 — Last day for Med Phase I late registration
10-11 — Orientation for AHS & NSG
14 — Orientation and registration for GS
14 — Registration for AHS & NSG
History & Constitution exams
15 — AHS, GS, & NSG classes begin
16 — AC classes begin
18 — Dental summer session ends
21 — New Dental student orientation/registration
Last day for AHS, GS & NSG late registration and schedule changes
24 — Returning Dental student registration
Dental classes begin
29 — Last day for Dental late registration

October

1981

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 — AHS, GS & NSG midterm
Last day to apply for March graduation
23 — Med Phase II midterm
24 — Med Phase I midterm
26 — Regents' Test

November

1981

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-5 — AHS, GS & NSG pre-registration for winter quarter
3 — Dental midterm
24 — Last day of classes for AHS & NSG
25-29 — AHS & NSG Thanksgiving recess
26-29 — Med Phase I, II, Dental & GS Thanksgiving recess
30 — December 3 — AHS & NSG exams

December

1981

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3 — AHS, NSG term ends
11 — Med Phase I, II term ends
14 — Med Phase I, II registration/winter classes begin
15 — Last day of GS classes
16 — Last day for Med Phase I, II late registration
16-18 — GS exams
18 — Dental, GS terms end
19 — January 3 — Med Phase I, II Christmas recess

January

1982

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 — Med Phase I, II classes resume
Registration for AHS, Dental, GS, & NSG
Dental classes begin
History & Constitution exams
5 — AC — AHS, GS, NSG classes begin
7 — Last day for AHS, Dental, GS & NSG late registration and schedule changes
29 — Med Phase I, II midterm

February

1982

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8 — Regents' Test
Midterm for AHS, GS, NSG
Last day to apply for June graduation
8-11 — AHS, GS, NSG pre-registration for spring quarter
12 — Dental midterm

March

1982

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	22	25	26
27	28	29	30	31		

5 — Med Phase I, II terms end
8 — Med Phase I, II registration/ Spring classes begin
10 — Last day of classes for AHS, GS, NSG
11 — Last day for Med Phase I, II late registration
11-12, 15-16 — AHS, GS, NSG exams
16 — AHS, GS, NSG terms end
17 — Registration for GS
18 — GS classes begin
24 — Registration for AHS & NSG History & Constitution exams
25 — AC registration
AHS & NSG classes begin
26 — Dental term ends
29 — AC classes begin
Dental registration/classes begin
30 — Last day for AHS, GS, NSG late registration and schedule changes

April

1982

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 — Last day for Dental late registration
3-11 — Spring recess for Dental, GS, Med students
12 — Dental, GS, Med Phase I, II classes resume
16 — Med Phase II midterm
20 — Med Phase I midterm
26 — Regents' Test
26-29 — AHS, GS, NSG Pre-registration for summer and fall quarters
30 — Midterm for AHS, GS & NSG
Last day to apply for August graduation

May

1982

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12 — Dental midterm
22 — Med Phase II term ends
28 — Last day for AHS, GS, NSG classes
Med Phase I term ends
31, June 1-3 — Exams for AHS, GS, & NSG

June

1982

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-3 — Exams for AHS, GS, NSG
3 — AHS, GS, NSG terms end
4 — Dental 12th qtr. term ends
5 — GRADUATION
15 — Orientation of new AHS, GS, NSG students
16 — Registration for AHS, GS, NSG,
Dental
History & Constitution exams
17 — AHS, GS, NSG classes begin
21 — Last day for AHS, GS, NSG late registration & schedule changes
25 — Dental term ends

July

1982

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 — Independence Day holiday
12 — Regents' Test
12-15 — AHS, GS, NSG pre-registration for fall quarter
16 — AHS, GS, NSG midterm
Last day to apply for December graduation
26 — Dental summer session begins/ last day for late registration

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The 1982-83 academic calendar highlights will appear in the catalog supplement scheduled for distribution in August of 1982.

Because of anticipated curricular changes in the School of Medicine and the School of Graduate Studies, calendars have not been finalized beyond the 1981-82 academic year.

ALLIED HEALTH SCIENCES

Dean — Dr. Raymond C. Bard
Associate Dean for Academic Affairs — Dr. Biagio J. Vericella

Allied Health Sciences Calendar

	1981	1982
Fall Quarter		
Orientation of new students	September 10-11	September 14-15
Registration	September 14	September 16
Exemption examinations given at MCG for US and Georgia history and constitution	September 14	September 16
Late fee begins	September 15	September 17
MCG classes begin	September 15	September 17
AC classes begin	September 16	September 20
Last day for late registration and schedule changes	September 21	September 22
Midterm: Last day to withdraw from a course without penalty	October 21	October 22
Last day to apply for March graduation	October 21	October 22
Regents' Test	October 26	To be announced
Pre-registration for Winter quarter	November 2-5	October 25-28
Thanksgiving recess	November 25-29	November 24-28
Last day of classes	November 24	December 1
Examinations	November 30	December 2-3
	December 1-3	December 6-7
Term ends	December 3	December 7

	1982	1983
Winter Quarter*		
Registration	January 4	January 3
Exemption examinations given at MCG for US and Georgia history and constitution	January 4	January 3
Late fee begins	January 5	January 4
MCG classes begin	January 5	January 4
AC classes begin	January 5	January 5
Last day for late registration and schedule changes	January 7	January 7
Regents' Test	February 8	To be announced
Midterm: Last day to withdraw from a course without penalty	February 8	February 8
Last day to apply for June graduation	February 8	February 8
Pre-registration for spring quarter	February 8-11	February 7-10
Last day of classes	March 10	March 9
Examinations	March 11-12, 15-16	March 10-11, 14-15
Term ends	March 16	March 15

*There are some differences in the AC and MCG calendars for winter quarter. Students taking AC courses should consult the AC calendar.

	1982	1983
Spring Quarter*		
Registration at MCG	March 24	March 28
Exemption examinations given at MCG for US and Georgia history and constitution	March 24	March 28
Registration at AC	March 25	March 28
MCG classes begin	March 25	March 29
Late fee begins	March 25	March 29
AC classes begin	March 29	March 29
Last day for late registration and schedule changes	March 30	March 31
Regents' Test	April 26	To be announced
Pre-registration for summer and fall quarters	April 26-29	April 25-28
Midterm: Last day to withdraw from a course without penalty	April 30	May 2
Last day to apply for August graduation	April 30	May 2
Last day of classes	May 28	June 1
Examinations	May 31, June 1-3	June 2-3, June 6-7
Term ends	June 3	June 7
Graduation	June 5	June 11

*See AC schedule for different dates.

Senior students taking courses at Augusta College or any other college during spring quarter may participate in the graduation ceremony. The diploma will be mailed upon receipt of final grades.

	1982	1983
Summer Quarter		
Orientation of new students	June 15	June 14
Registration	June 16	June 15
Exemption examinations given at MCG for US and Georgia history and constitution	June 16	June 15
Classes begin	June 17	June 16
Late fee begins	June 17	June 16
Last day for late registration and schedule changes	June 21	June 20
Independence Day Holiday	July 5	July 4
Regents' Test	July 12	To be announced
Midterm: Last day to withdraw from a course without penalty	July 16	July 15
Last day to apply for December graduation	July 16	July 15
Pre-registration for fall quarter	July 12-15	July 11-14
Last day of classes	August 23	August 22
Examinations	August 24-27	August 23-26
Term ends	August 27	August 26

School of Allied Health Sciences

The School of Allied Health Sciences at the Medical College was established as an administrative entity in 1968. Prior to this date, programs in medical illustration, medical record administration, medical technology, and radiologic technology had been active; in 1967, the dental hygiene program was initiated. Since then, additional baccalaureate programs in physical therapy, occupational therapy, physician's assistants, nuclear medicine technology, and respiratory therapy have been added. The School is organized into departments, providing programs for each of the allied health professions named and leading to the baccalaureate degree. In addition, the Associate in Science degree is awarded in dental hygiene, dental laboratory technology, nuclear medicine technology, physical therapy, radiation therapy technology, and radiologic technology. Certificate programs are offered in nuclear medicine technology and radiation therapy technology.

Information pertaining to application, admission, fees and expenses, loans and scholarships can be found in each department's section of this book or in the General Information Section of the **Catalog.**

Goals

The School of Allied Health Sciences supports the goals of the Medical College of Georgia and accepts the responsibility to promote quality health care for the people of Georgia. The School of Allied Health Sciences is dedicated to:

- the preparation of qualified allied health practitioners;
- the development and implementation of competency-based educational curricula that will meet the needs of students;
- the provision of continuing education programs for allied health practitioners;
- the promotion of cooperation among the departments and schools of the Medical College of Georgia to provide interdisciplinary educational programs;
- the collaboration with the people of Georgia in surveying health care needs and fulfilling these through allied health education programs and research;
- the creation of public awareness for allied health practitioners and their roles in the delivery of health care;
- the generation and application of new knowledge for the betterment of health services;
- the participation of students and faculty in professional health organizations.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Applications for entering classes should be filed no later than April 15 of the year of matriculation.

Early application is recommended. No application fee is required.

Admission Criteria

Departments in the School of Allied Health Sciences use basically the same criteria for admission. Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with overall grade point average. The importance of previous health care experience varies from program to program. Each department has its own philosophy as to the weight to be assigned to each criteria. But generally, the selection criteria are as follows:

a. Cumulative grade point average
b. Grade point average in sciences and math
c. Scholastic Aptitude Test (SAT) — verbal and math scores
d. References
e. Personal interview
f. Knowledge of the field
g. Completion of prerequisite general education coursework

Preference will be given the applicant who has demonstrated superior academic ability. The applicant must present evidence of graduation from an accredited high school or its equivalent. Preference will be given the applicant who has emphasized high school subjects in the sciences (mathematics, chemistry, physics, biology) and the liberal arts. The entering freshman must present credentials to indicate completion of the following high school credits from an accredited high school.

	Units
English	4
Mathematics (must include one unit of algebra)	2
Science (general biology, chemistry, physics)	2
Social studies (one unit of American history)	4
Other academic units	2
Unrestricted electives	2

High school level test of General Education Development will be accepted.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, mental or physical fitness casts grave doubts upon his/her potential capabilities as a practitioner in the field of training.

Associated Dental Sciences

General

In cooperation with the School of Dentistry, this department offers programs of study leading to the Associate of Science and Bachelor of Science degrees in dental hygiene and the Associate of Science degree in dental laboratory technology. The dental laboratory technology program is a cooperative program operated in conjunction with the Augusta Area Vocational Technical School. General education courses required in the curriculum are offered at Augusta College.

A baccalaureate program for practicing dental hygienists who are graduates of an accredited dental hygiene program is offered with emphasis on education. Prospective candidates should write to the department chairman for further information.

Objectives

1. Dental Hygiene

The associate and baccalaureate degree programs in dental hygiene have been designed to prepare graduates for clinical practice under the supervision of a licensed dentist.

The graduate has developed knowledge and skills in the prevention of dental disease which is the primary duty of the dental hygienist. Other skills developed during training at the Medical College of Georgia include taking and recording medical and dental histories, performing an oral inspection, exposing and processing dental radiographs, removing deposits and stains from teeth, polishing teeth, applying preventive agents, preparing diagnostic casts and other duties that may be assigned by the dentist which are legal in the state in which the graduate practices.

Graduates are eligible to take the National Board Dental Hygiene Examination and State Board Examinations for Dental Hygiene.

Additional clinical experiences are afforded baccalaureate degree students in a variety of clinical settings during the second year of the program.

2. Dental Laboratory Technology

The primary objective of the dental laboratory technology program is to help provide, to the dental profession and the dental laboratory industry, dental technologists who are knowledgeable and have gained skills in their craft through classroom learning and practical application.

To accomplish the primary objective the following subobjectives have been adopted:

1. To develop the skills of the student in handling materials used in the construction of dental prosthetic appliances.
2. To provide the student with construction methods and processes that are desirable in the dental laboratory technology field.
3. To develop a working knowledge of dental terminology to be used in successive quarters and application of same to the work.
4. To develop work habits and behavior patterns required for success and advancement in the dental laboratory industry.
5. To carefully analyze the aptitudes of the student to aid her/him in areas where weaknesses prevail.
6. To stress and to develop personalities, resourcefulness, and initiative necessary for a successful career in the dental laboratory technology field.

The program was developed in cooperation with the Augusta Area Vocational Technical School in response to the need for trained dental laboratory technologists. Students enrolled in this program attend classes at the Medical College of Georgia, Augusta Area Vocational Technical School, and Augusta College.

Accreditation

The dental hygiene and dental laboratory technology programs are fully accredited by the Commission on Dental Accreditation, American Dental Association.

Admission Requirements

Associate of Science Degree Dental Hygiene Program

1. Applicants must have graduated from an accredited high school or its equivalent.
2. The cumulative grade point average of all transfer credit should be a minimum of 2.5 (on a 4.0 system). The general policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades ("C" or better). At the discretion of the department chairperson or

program director a "D" grade may be accepted for transfer credit.
3. Applicants must have completed one academic year of high school biology or one course in college biology with lab.
4. Applicants must have completed one academic year of high school chemistry or one course in college general chemistry.
5. SAT-CEEB scores.
6. A personal interview will be scheduled prior to admission.
7. Three letters of reference are required.
8. Preference is given to residents of Eastern Georgia.

Bachelor of Science Degree Dental Hygiene Program

1. To prepare for the baccalaureate degree program in dental hygiene, the high school student should pursue a course of study similar to the associate degree program.
2. In addition, applicants should have completed a minimum of 90 quarter or 60 semester hours, exclusive of physical education, from an accredited college or university. The following requirements should be met.

English and Humanities	**Credit Hours**
English Composition	5
English Literature	5
Speech	5
Elective (English, Religion, Humanities, Drama, Foreign Language)	5
Total	20

Math-Science	
Biology with lab	5
Chemistry with Lab	5
Additional Biology or Chemistry with lab	5
Math	5
Total	20

Social Science	
*U.S. History	5
*Political Science	5
Sociology	5
Elective (History, Sociology, Psychology)	5
Total	20

Major Area Electives Total 30

Electives supportive to the dental hygiene major should include additional chemistry, biology, social sciences, and education courses.

*These courses must satisfy the Georgia legislative requirements. (See item 5 under Requirements for Graduation in the General Information section of this **Catalog.** Exemption examinations may be taken by both in and out-of-state students to satisfy the legislative requirements; however no academic credit is given.

3. The cumulative grade point average of all transfer credit should be a minimum of 2.5 (on a 4.0 system). The general policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades ("C" or better). At the discretion of the department chairperson or program director, a "D" grade may be accepted for transfer credit. The cumulative science grade point average is also considered.
4. SAT-CEEB scores.
5. A personal interview will be scheduled prior to admission.
6. Three letters of reference are required.
7. Preference is given to Georgia residents.

Associate of Science Degree Dental Laboratory Technology

1. Graduate of an accredited high school or its equivalent.
2. SAT-CEEB scores.
3. Dexterity test (arranged by department).
4. Personal interview.

Preference will be given to applicants who have demonstrated superior academic achievements.

Application Procedures

The Admissions Committee selects the applicants who seem best qualified for dental hygiene and dental laboratory technology from among those who apply. Application forms are available September 1st from the Office of Academic Admissions. Early application is recommended. All applications received by May 1st of the year of matriculation will be considered.

Estimated Fees and Expenses

Matriculation and other fees common to all programs are stated in the General Information Section of this **Catalog.** Estimated additional expenses specific to dental hygiene and dental laboratory technology are as follows:

Dental Hygiene

	First Year	**Second Year**
Books	$280.00	$125.00
Field Trips	—	200.00
Instruments	366.00	30.00
Uniforms	225.00	40.00
Cost of Professional Liability Insurance	20.00	20.00
TOTAL—	$891.00	$415.00

Dental Laboratory Technology		
Books	$150.00	$ 75.00
Instruments/Supplies	225.00	50.00
Uniforms	30.00	—
Extramural Travel	50.00	75.00
TOTAL—	$455.00	$200.00

Financial Aid

Refer to the General Information Section of this **Catalog.**

Curriculum

Dental Hygiene — Associate Degree Program

First Year

Fall Quarter		Credit Hours
OMD 140	Intro. to Preventive Dentistry	1
DH 100	Pre-Clinical Dental Hygiene	4
DH 110	Introduction to Patient Care	3
ANM 132	Anatomy and Physiology	6
DH 120	Tooth Morphology	3
BIO 131	Biochemistry for Dental Hygiene	3
DH 144	Introduction to Interpersonal Communication	1
	Total	21

Winter Quarter		Credit Hours
DH 101	Clinical Dental Hygiene	3
DH 111	Clinical Dental Hygiene Lecture I	2
BIO 132	Biochemistry for Dental Hygiene	4
DPS 121	Dental Materials	2
DH 145	Interpersonal Communication Skills Training	3
PATH 130	Pathology	2
DAU 124	Dental Auxiliary Utilization	1
DH 141	Dental Health Education	1
	Total	18

Spring Quarter		Credit Hours
DH 146	Interpersonal Communication and Behavior Modification	1
DH 102	Clinical Dental Hygiene II	3
DH 112	Clinical Dental Hygiene Lecture II	3
DAU 125	DAU Laboratory	2
RADD 128	Dental Radiology	2
PER 160	Periodontics	2
MIB 130	Microbiology	5
PATH 131	Pathology	2
	Total	20

Summer Quarter		Credit Hours
+ENG 101	College Composition I	5
+SPC 101	Fundamentals of Speech	5
+SOC 101	Introductory Sociology	5
	Total	15
	First Year Total	74

Second Year

Fall Quarter		Credit Hours
DH 200	Clinical Dental Hygiene III	4
DH 211	Clinical Dental Hygiene Lecture III	2
††DH 224	Intramural Clinic	0
*RADD 228	Radiology Technique	0
DH 241	Introduction to Public Health	3
PHM 230	Pharmacology	4
†ENG 102	English Composition	5
	Total	18

Winter Quarter		Credit Hours
DH 201	Clinical Dental Hygiene IV	4
DH 212	Clinical Dental Hygiene Lecture IV	2
OMD 220	Oral Medicine	2
††DH 224	Intramural Clinics	1
*RADD 228	Radiology Technique	0
PER 261	Periodontic Seminar	2
DH 242	Public Health Field Experience	3
	Total	14

Spring Quarter		Credit Hours
DH 202	Clinical Dental V	4
*RADD 228	Radiology Technique	1
DH 213	Clinical Dental Hygiene Lecture V	2
†HIS 211	American History	5
†POL 101	American Government I	5
	Total	17
	Second Year Total	49
	Seven Quarter Total	123

†Augusta College
*This course continues for three quarters. Grades are awarded at the end of Spring Quarter.
††Course continues for two quarters. Grades are awarded at the end of Winter Quarter.

Dental Hygiene — Baccalaureate Degree Program

Junior Year

Fall Quarter		Credit Hours
OMD 340	Intro. to Preventive Dentistry	1
DH 300	Pre-Clinical Dental Hygiene	4
DH 310	Introduction to Patient Care	3
ANM 332	Anatomy and Physiology	6
DH 320	Tooth Morphology	3
BIO 331	Biochemistry for Dental Hygiene	3
DH 344	Introduction to Interpersonal Communication	1
	Total	21

Winter Quarter		Credit Hours
DH 301	Clinical Dental Hygiene	3
DH 311	Clinical Dental Hygiene Lecture I	2
BIO 332	Biochemistry for Dental Hygiene	4
DPS 321	Dental Materials	2
DH 345	Interpersonal Communication Skills Training	3
PATH 330	Pathology	2
DAU 324	Dental Auxiliary Utilization	1
DH 341	Dental Health Education	1
	Total	18

Spring Quarter		Credit Hours
DH 346	Interpersonal Communication and Behavior Modification	1
DH 302	Clinical Dental Hygiene II	3
DH 312	Clinical Dental Hygiene Lecture II	3
DAU 325	DAU Laboratory	2
RADD 328	Dental Radiology	2
PER 360	Periodontics	2
MIB 330	Microbiology	5
PATH 331	Pathology	2
	Total	20

First Year Total 59

Senior Year

Fall Quarter		Credit Hours
DH 400	Clinical Dental Hygiene III	4
DH 411	Clinical Dental Hygiene Lecture III	2
DH 465	Dental Specialty Clinic I	3
*RADD 428	Radiology Technique	0
DH 441	Introduction to Public Health	3
PHM 430	Pharmacology	4
	Total	16

Winter Quarter		Credit Hours
DH 401	Clinical Dental Hygiene IV	4
DH 412	Clinical Dental Hygiene Lecture IV	2
DH 466	Dental Speciality Clinic II	3
*RADD 428	Radiology Technique	0
PER 461	Periodontic Seminar	2
DH 442	Public Health Field Experience	3
OMD 420	Oral Medicine	2
	Total	16

Spring Quarter		Credit Hours
DH 402	Clinical Dental Hygiene V	4
DH 413	Clinical Dental Hygiene Lecture V	2
*RADD 428	Radiology Technique	1
DH 467	Dental Specialty Clinic III	5
	Total	12
	Baccalaureate Degree Second Year Total	44

Program Total 103

†Augusta College
*This course continues for three quarters. Grades are awarded at the end of Spring Quarter.
††Course continues for two quarters. Grades are awarded at the end of Winter Quarter.

Dental Laboratory Technology

First Year

Fall Quarter		Credit Hours
DLT 101	Physics and Chemistry of Dental Materials	5
DLT 111	Dental Materials Laboratory	3
OCC 101	Dental Anatomy and Occlusion	5
†ENG 101	College Composition 1	5
	Total	18

Winter Quarter		Credit Hours
OCC 102	Principles of Occlusion and Mastication	3
DLT 113	Crown and Bridge Techniques	6
DLT 112	Head and Neck Anatomy	2
†ENG 102	College Composition II	5
*DLT 233/ 234	Selected Topics	1-5
	Total	16-21

Spring Quarter		Credit Hours
DLT 115	Disease and Contamination Prevention	1
DLT 116	Dental Ceramics	8
DLT 121	Dental History, Ethics and Jurisprudence	1
†POL 101	American Government	5
*DLT 233/ 234	Selected Topics	1-5
	Total	15-20

Summer Quarter		Credit Hours
DLT 213	Removable Partial Dentures	8
DLT 215	Orthodontics/Pedodontics	2
†SPC 101	Fundamentals of Speech	5
*DLT 233/ 234	Selected Topics	1-5
	Total	5-20

Second Year

Fall Quarter		Credit Hours
DLT 214	Complete Dentures	8
†HIS 211	U.S. History	5
†ECN 101	Economics I	5
†DLT 233/ 234	Selected Topics	1-5
	Total	18-23

Winter Quarter		Credit Hours
DLT 216	Advanced Laboratory Techniques	13
DLT 221	Principles of Laboratory Management	5
*DLT 233/ 234	Selected Topics	1-5
	Total	18-23

Spring Quarter		Credit Hours
DLT 222	Laboratory Practice	10
DLT 225	Dental Technology Seminar	5
	Total	15

Seven Quarter Total 115

†Augusta College

*Selected Topics DLT 233/234 is offered as an elective the second through the sixth quarters for those students who have completed one or more of the general education courses prior to admission.

Academic Standards

Refer to the General Information Section of this **Catalog.**

Graduation Requirements

Refer to the General Information Section of this **Catalog.**

Master of Health Education

The Department of Associated Dental Sciences also participates in an educational program at the graduate level to prepare participants for careers in dental hygiene teaching and administration. Upon completion of requirements, candidates are awarded the Master of Health Education degree. For details, refer to the School of Graduate Studies section of this **Catalog.**

Medical Illustration

Medical illustrators visually interpret scientific ideas and information for use in a variety of communication media including publications, slides, animated films, exhibits, television and three-dimensional materials. They must be able to create not only extremely realistic anatomical and surgical drawings but also to translate complex scientific information into simplified visual explanations. The curriculum provides instruction in basic medical sciences, in advanced art skills, in visual problem-solving and in the production of instructional materials for the major communication media.

The medical illustration program is a graduate program leading to the Master of Science in Medical Illustration degree and is hence under the supervision of the School of Graduate Studies. Please check the Graduate Studies section for detailed information and course descriptions.

Medical Record Administration

General

This department offers a program of studies leading to the Bachelor of Science Degree in Medical Record Administration. Graduates of the program are eligible to write the national registration examinations of the American Medical Record Association. Upon passing the examination, the individual is credentialled as a Registered Record Administrator (RRA).

The medical record administrator is the professional responsible for planning and managing the medical information developed during the diagnosis, treatment, and rehabilitation of patients in all types of health care settings.

The academic program includes study and expeience in management techniques, medical terminology and medical science, systems analysis and computer applications, and all techniques related specifically to medical and health record management.

Objectives

To provide courses of study and experience which lead students to develop the following competencies:

1. Planning and developing medical and health record systems appropriate for varying sizes and types of health care facilities, organizations and agencies.

2. Managing clerical and technical personnel.
3. Space planning, budgetary control, selection of equipment and supplies.
4. Evaluating the effectiveness of departmental services.
5. Designing systems to assure the privacy and confidentiality of medical information.
6. Developing systems for information retention and retrieval.
7. Collecting and analyzing patient care data.
8. Providing administrative and clinical information for institutional management and the evaluation of patient care.
9. Assisting in the development and coordination of programs to assess the quality of care and the utilization of services.
10. Developing inservice educational materials.
11. Participating in hospital and medical staff committee functions.

Opportunities

The medical record administrator is typically employed in a hospital as a departmental manager, having both clerical and technical employees under his responsibility. Current developments in the medical world are shifting the work environment to include extended care facilities, governmental agencies, health insurance companies, ambuultory care and other facilities.

Nationally there is a demand for medical record administrators. Any given geographic region, such as the Southeast United States exhibits an overall shortage of medical record administrators. Because the average-sized hospital typically employs only two to three professional medical record administrators, the person defining his employment market narrowly cannot always exercise his first choice in a specific hospital or city.

Experienced medical record professionals have readily available opportunities to advance to higher level management and consulting positions within the medical and health care industry.

Accreditation

The Department of Medical Record Administration is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in cooperation with the American Medical Record Association.

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; however all admission requirements of the Medical College of Georgia must be met.

Specific Requirements for Medical Record Administration

1. Candidates must have a minimum score of 600 on the Scholastic Aptitude Test.
2. Candidates must have 90 quarter hours of transferable credit with a C average on math and science courses, and an overall C average.
3. The 90 quarter hours must include the courses listed below.

Area I — Humanities	Credit Hours
Composition	5
Literature	5
Electives (Composition, 5 hrs., and Literature, 5 hrs, are preferred.)	10
Total	20

Area II — Mathematics and Natural Sciences	Credit Hours
Mathematics (to include college algebra)	5
Two-course sequence in biology (with lab)	10
Chemistry	5
Total	20

Area III — Social Sciences	Credit Hours
History (U.S. history recommended)	5
Government — political science	5
Electives (choose from: philosophy, psychology, sociology, ecomonics)	10
Total	20

Area IV — Courses Supportive to MRA	Credit Hours
Two course sequence in anatomy and physiology (with lab)	10
Electives:	
Choose from business corrsepondence, report writing, speech, art or music appreciation, history, religion, data processing, secretarial science, social science or others of choice.	15
Elective:	
Choose from philosophy, psychology, sociology, economics	5
Total	30
Grand Total	90

4. Interview with faculty which indicates a strong probability of successful completion of the program.

The Department of Medical Record Administration has developed a description of the technical abilities a person should have or be capable of developing for admission to, and graduation from this program. These standards will be reviewed with all applicants.

Application Procedures

Application materials may be obtained from the Office of Academic Admissions. No application fee is required.

Early application is strongly recommended but applications will be accepted through August for classes beginning in September.

A personal interview on the MCG campus with faculty members is required.

Applicants will be notified of the final action on their application by the Office of Academic Admissions after the completion of all procedures and departmental review of application materials.

Estimated Additional Expenses Specific to Medical Record Administration

	Junior Year	Senior Year
Books and Supplies	$300.00	$200.00
Membership (Amer. Med. Rec. Assoc.)	$ 20.00	$ 20.00
Field trips and travel to directed practice sites	$ 50.00	$ 50.00
Lab Coats or Uniforms (maximum)	$ 50.00	—
*Affiliation (travel, room & board)	—	$375.00 (depends on location)
Academic Regalia (rental)	—	$ 24.00
Total	$420.00	$669.00

*During the Spring quarter of the senior year students leave the Augusta area for an administrative affiliation which is six weeks in length. Living expenses and travel costs incurred are the responsibility of the student.

(Matriculation and other fees and expenses are listed in the General Information Section of the **Catalog**.)

Financial Aid

The American Medical Record Association has limited funds for loans to senior students in this program. Information may be secured from the office of the chairman of the Department of Medical Record Administration. For information on other funds available, see the General Information Section.

Curriculum

The curriculum is six quarters in length and includes practice in hospitals in addition to the lectures and laboratory experiences which take place on the MCG campus.

The curriculum which follows is representative of the course distribution. Because professional needs are changing with new developments in health care delivery, the curriculum is constantly under evaluation for revision. The departmental faculty reserves the right to make adjustments in the curriculum as necessary to assure the development of required competencies.

Junior Year

Fall Quarter		Credit Hours
MRA 301	Medical Terminology I	3
MRA 310	Theory of Medical Record Administration I	5
MRA 350	Management I	4
MRA 360	Directed Practice I	3
		Total 15

Winter Quarter		Credit Hours
MRA 302	Medical Terminology II	3
MRA 351	Management II	5
*HS 340	Health Information Systems I	3
*HS 341	Health Information Systems I Lab	2
MRA 361	Directed practice II	2
		Total 15

Spring Quarter		Credit Hours
MRA 401	Fundamentals of Medical Science I	4
MRA 352	Management III	4
MRA 311	Theory of Medical Record Administration II	5
*HS 342	Health Information Systems II	3
*HS 343	Health Information Systems II Lab	1
MRA 362	Directed Practice Lab I	2
		Total 19

Year total Credit Hours 49

Senior Year

Fall Quarter		Credit Hours
MRA 402	Fundamentals of Medical Science II	4
MRA 460	Directed Practice Lab II	4
*HS 380	Health Care Seminar	2
*HS 450	Elementary Medical Statistics	3
*HS 494	Health Information Systems for Medical Record Management III	5
		Total 18

Winter Quarter		Credit Hours
MRA 412	Theory of Medical Record Administration III	2
MRA 422	Legal Aspects for the Health Field	3
MRA 431	Research Design and Methodology	3
MRA 461	Directed Practice III	2
*HS 495	Health Information Systems for Medical Record Management IV	4
		Total 14

(MRA 499 Optional Honors Course) (maximum 4)

Spring Quarter		Credit Hours
MRA 425	Seminar	3
MRA 453	Management Lab	4
MRA 462	Directed Practice IV	8
		Total 15

Year Total Credit Hours 47

*See course offerings in General Programs Section of **Catalog.**

Academic Promotion and Graduation

Students must make a C or better in all professional courses in order to continue in the program.

Nonacademic Exclusion

Any student may be denied permission to continue enrollment in the program if in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her potential capabilities as a medical record administrator.

Medical Technology

Medical Technology is an established allied health profession that assists in patient diagnosis and monitoring of treatment through laboratory application of biological, chemical, immunologic and microscopic study of body fluids and tissues.

The medical technologist is in a unique position. The areas of his or her activities, while being predominantly intellectual, require the ability to utilize specialized technological and manual skills. Medical technologists perform complex analyses, fine line discrimination of several items, and correction of errors. They must be able to recognize interdependency of tests and must have knowledge of physiological conditions affecting test results in order to confirm test results and develop data which may be used by a physician in determining the presence and extent of disease.

Medical technologists are expected to have the capability and resourcefulness which permits assumption of the responsibility and accountability for accurate results. They also must have the ability to establish and monitor quality control programs and are expected to be able to design or modify procedures.

The Medical College of Georgia campus affords a university environment in which to acquire the essential knowledge and abilities. Faculty is available to provide expertise in all areas; the affiliated hospitals provide a wide variety of learning experience for the students as well as the opportunity to interact with other members of the health team.

Objectives

The primary objectives of the Department of Medical Technology are to assist students in their achievement of entry level competency in the profession and in the definition of their future professional goals as medical technologists.

A primary goal of the program is to encourage a graduated academic experience, so that the student can gain increasing confidence and competence in the variety of subjects which have to be mastered in order to engender the best in patient care. Continued revision of the curriculum permits an emphasis on specific areas of student interest and projected professional needs.

Accreditation

The curriculum in medical technology at the Medical College of Georgia is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences.

Admission Requirements

Admission and academic requirements of the Medical College of Georgia must be met. Applicants may attend any accredited college or university of their choice for the freshman and sophomore years. Accepted students transfer to the Medical College of Georgia program in Medical Technology at the beginning of their third year. Preference will be given to those applicants who have demonstrated superior ability in all academic areas. A personal interview is also required of

all applicants.

Admission requirements, in addition to those listed in the General Information section, include a minimum of 90 quarter hours of acceptable work, exclusive of physical education. All applicants must satisfy the U.S. and Georgia History and Constitution requirements by examination or academic courses; it is the responsibility of each student to make the necessary arrangements prior to enrollment at the Medical College of Georgia.

Core requirements for admission to the junior year include:

AREA I: Humanities	**Credit Hours**
Composition	5
Literature	5
Electives	10
	20
AREA II: Natural Sciences	
Math — Statistics	5
General Inorganic Chemistry With Lab	10
Electives	5
	20
AREA III: Social Sciences	
U.S. History	5
Political Science	5
Electives	10
	20
AREA IV: Supportive to the Major	
Anatomy and/or Physiology	5-10
Biology	5-10
Qualitative or Quantitative Analysis	5
Organic Chemistry	5
Elective	5
	30
TOTAL	90

*Courses must be acceptable toward a science major.

These courses must satisfy the Georgia legislative requirements. (See Graduation Requirements, item 5, in the General Information section of this **Catalog). Exemption examinations may be taken by in- and out-of-state students to satisfy these requirements.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Although early application is encouraged, perferably prior to April 15th, applications will be accepted until August 1st for the entering September class. Applications received after this time will be considered on an individual basis. No application fee is required.

When notified of acceptance, the applicant is requested to accept or decline the appointment in writing to the Department of Medical Technology no later than six weeks prior to the intended first enrollment date.

Estimated Fees and Expenses Specific to Medical Technology

	First Year	Second Year
*Books and Supplies	$275.00	$340.00
**Uniforms, Lab Coats	30.00	115.00
Membership	20.00	20.00
Graduation	—	24.00
Total	$325.00	$499.00

*Matriculation and other fees are stated in the General Information section of this **Catalog**.

**Lab coats are to be worn in the student laboratories at all times.

During Clinical Practicum — Senior Year — female students are required to wear white uniforms and white shoes; male students are required to wear shirts with tie, trousers, and short white lab coats.

Financial Aid

Refer to General Information section of this **Catalog.**

Curriculum

The curriculum covers the junior and senior years, a seven quarter course of study, leading to the Bachelor of Science degree with a major in medical technology.

Classroom and laboratory experiences are provided on the Medical College campus. Clinical experiences are planned at several hospitals, principally at the Talmadge Memorial Hospital and the University Hospital, Augusta, Georgia, and the Dwight D. Eisenhower Army Medical Center, Fort Gordon, Georgia where the student obtains a broad base of experiences in a variety of practical settings.

Junior Year

Courses scheduled from the following:		Credit Hours
*CMB 310	Introductory Microbiology	5
*CMB 345	Biochemistry	5
**HS 310	Introduction to Management	3
**HS 450	Elementary Medical Statistics	3
MTC 302	Laboratory Medicine Case Presentation	1
MTC 303	Laboratory Medicine Case Presentation	1

MTC 304	Laboratory Medicine Case Presentation	1
MTC 305	Laboratory Medicine Case Presentation	1
MTC 307	Introduction to Medical Technology	1
MTC 308	Venipuncture Technique	2
MTC 309	Education	1
MTC 348	Medical Mycology	5
MTC 349	Medical Parasitology	3
MTC 363	Urinalysis and Fluid Analysis	3
MTC 366	Clinical Chemistry I	5
MTC 368	Statistics Laboratory	1
MTC 370	Introductory Microbiology Lab	2
MTC 375	Basic Immunology	5
MTC 381	Clinical Hematology I	6
MTC 394	Directed Individual Study	(TBA)
MTC 395	Directed Individual Study — Blood Bank	(TBA)
MTC 396	Directed Individual Study — Chemistry	(TBA)
MTC 397	Directed Individual Study — Hematology	(TBA)
MTC 398	Directed Individual Study — Microbiology	(TBA)
MTC 399	Directed Individual Study — Instrumentation	(TBA)
***MRA 303	Medical Terminology	2

Senior Year

Courses scheduled from the following:		Credit Hours
MTC 440	Clinical Chemistry II	5
MTC 441	Clinical Chemistry Laboratory	4
MTC 442	Clinical Practicum Chemistry	10
MTC 448	Diagnostic Microbiology	9
MTC 449	Clinical Practicum Microbiology	10
MTC 460	Advanced Instrumentation	7
MTC 472	Immunohematology Related to Transfusion Service	9
MTC 473	Clinical Practicum Blood Bank	10
MTC 474	Diagnostic Immunology	4
MTC 481	Clinical Hematology II	9
MTC 482	Clinical Practicum Hematology	10
MTC 491	Management	2
MTC 493	Medical Technology Seminar	1
MTC 494	Directed Individual Study	(TBA)
MTC 495	Directed Individual Study — Blood Bank	(TBA)
MTC 496	Directed Individual Study — Chemistry	(TBA)
MTC 497	Directed Individual Study — Hematolgy	(TBA)
MTC 498	Directed Individual Study — Microbiology	(TBA)
MTC 499	Directed Individual Study — Instrumentation	(TBA)

*See School of Medicine Course Descriptions
**See Program in Health Systems and Information Sciences
***See Medical Record Administration Course Descriptions

Years Total Credit Hours

All students must satisfy the three-year requirement of the Registry of Medical Technologists of the American Society of Clinical Pathologists before admission to senior standing. These requirements include a minimum of 24 quarter hours of chemistry and 24 quarter hours of biology.

Academic Promotion and Graduation

Students are referred to the MCG **Catalog** — General Information section, for further policies and procedures concerning academic probation and academic suspension.

Promotion of the student from one year to the next in the program is dependent upon the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by individual instructors or departmental evaluations, and on the student's total record.

All students must earn a "C" or better in each course, unless otherwise indicated, in order to continue in the professional program.

The faculty has the obligation and right to determine the methods of evaluation, and to evaluate each student individually in compliance with Medical College of Georgia and departmental guidelines. Major area examinations are required at the end of the fourth year for review and self-evaluation.The student is required to pass major area examinations prior to graduation.

Master of Health Education

The Department of Medical Technology provides an educational program offering courses at the graduate level to prepare participants for careers in more highly skilled clinical practice, teaching, and administration. Upon completion of requirements, candidates are awarded the degree of Master of Health Education. (For details refer to School of Graduate Studies section of this **Catalog**.)

Occupational Therapy

General

Occupational therapy is a health profession which contributes to the physical and emotional independence and well-being of an individual through the use of selected activities. The focus of occupational therapy is meaningful involvement in problem-solving tasks and productive

performance to promote and maintain health, evaluate behavior, diminish dysfunction and pathology, and enhance the capacity to function with satisfaction to self and others.

The frame of reference of occupational therapy is derived from the biological and behavioral sciences with particular emphasis on those aspects related to man's acquisition and integration of behavior necessary for self-care, productivity and social development.

The functions of occupational therapists are to:

A. Serve the individual client or patient by:
   1. Assessing his performance capacities and deficits.
   2. Selecting tasks or activity experiences appropriate to his defined needs and goals.
   3. Facilitating and influencing his participation and investment.
   4. Evaluating his response, assessing and measuring change and development.
   5. Validating assessments, sharing findings and making appropriate recommendations.
B. Provide consultative services in relation to the profession and its functions.
C. Provide administrative and supervisory leadership for occupational therapy programs.
D. Facilitate and participate in community health care planning and activities.
E. Promote, plan, implement and conduct research for the benefit of the public and the growth of the profession.

Upon referral from qualified physicians and others in the broader health care community, the registered occupational therapist may focus on one or more of the following:

Prevention and health maintenance, which has as its purpose the fostering of normal development, sustaining and protecting existing functions and abilities, preventing disability and/or supporting levels of restoration or change.

Remediation, which focuses on the reduction of pathology or specific disability, providing task and activity experience which may diminish the particular impairment, restore or develop the individual's capacity to function.

Daily life tasks and vocational adjustment, which are primarily concerned with work adaptation and work role adjustment and where the tasks chosen are those which will promote and teach independent functioning, develop and enhance the ability to work and/or fulfill age-specific life tasks and roles.

Objectives

Education

To educate occupational therapists with the following characteristics:

1. Knowledgeable in the theory and application of techniques and skills of the profession in any environment.
2. A questioning attitude toward the theory and application of the knowledge of the profession.
3. Ability to interact with others in a manner which promotes collaboration, cooperation and consultation.
4. Self-directed to increase knowledge and awareness of the environmental factors which require updating techniques and skills to keep abreast of a dynamic profession.

Service

The Occupational Therapy Department has the responsibility of providing direct and consultative services to the community. This service shall demonstrate the effectiveness of multiple approaches to problems and possible resolutions. All services shall demonstrate high standards of treatment and personal and professional ethics. The occupational therapy department will demonstrate responsible action toward accommodating and influencing the changing systems of health care delivery.

Research

Within the framework of the stated purpose of research at the Medical College of Georgia, this department will encourage and seek support for research in the areas of prevention, restoration and maintenance of the individual's functional capacity consistent with his life style and as these are related to education and health care delivery in hospital and community.

Opportunities

The registered occupational therapist works in neighborhood health centers, special schools, public health and other community agencies, nursing homes, general and special hospitals, clinics and rehabilitation centers as well as in private practice and in colleges and universities.

There is an acute shortage of registered occupational therapists. Thousands of positions at all levels are waiting to be filled and new positions are being created.

Accreditation

The curriculum in occupational therapy at the Medical College of Georgia is accredited by the American Occupational Therapy Association and the Committee on Allied Health Education and Accreditation of the American Medical Association.

A Bachelor of Science degree is awarded upon successful completion of the curriculum and fulfillment of the requirements of field work. The gradu-

ate is then recommended to sit for the national certification examination leading to admission to the National Registry maintained by the American Occupational Therapy Association.

Graduates are eligible to apply for licensure which is required in Georgia and some other states.

Admission Requirements

Applicants may attend any accredited college or university of his choice for the freshman and sophomore years; however, all requirements of the Medical College of Georgia must be met.

To be considered for admission to the program the applicant must have completed 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of "C" (2.0) overall; should have a "C" (2.5) in the sciences and a total score of 850 on the Scholastic Aptitude Test or its equivalent on another standardized aptitude test.

The following subjects or subject areas are to be included in the students pre-professional course work:

Humanities	**Credit Hours**
Grammar and Composition	5
Literature	5
Electives	10
Total	20
Natural Sciences	
Biology sequence (with lab)	10
General Chemistry (with lab)	5-10
Physics/Physical Sciences	5
Mathematics	5
Total	25-30
Social Sciences	
History	5
Political Science	5
General Psychology	5
Abnormal Psychology	5
Sociology	10
Total	30
Electives	
It is suggested that some electives be taken in fine and applied arts; manual arts; home economics; and/or additional sciences.	
Total	10-15

Prior to graduation students must satisfy the Georgia legislative requirements for U.S. and Georgia History and Constitution by course work or examination.

Interested applicants should contact the Medical College of Georgia, School of Allied Health Sciences, Department of Occupational Therapy as early in their academic program as possible.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions.

Early application is recommended. No application fee is required.

1. Students may begin the program in June or September and graduate in June or September. It is best to complete all application requirements by February 15 of the year in which one is applying for June admission or by April 15 of the year in which one is applying for September admission. Applications completed after April 15 will be considered on a space available basis.
2. Have a personal interview with the department admissions committee prior to April of the year one is applying for fall admission.
3. Applicants are encouraged to visit occupational therapy clinical programs.

Estimated Additional Expenses* Specific to Occupational Therapy

	First Year	Second Year
Books and Supplies	$400.00	$ 225.00
Uniforms	50.00	—
Field Trips and Travel (depending on location)	85.00	750.00
Professional Liability Insurance	15.00	15.00
Instruments/ Equipment	25.00	25.00
Graduation	—	24.00
Total	$575.00	$1089.00

*Matriculation and other fees are stated in the General Information section of this **Catalog.**

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available specifically for students enrolled in both the baccalaureate and graduate occupational therapy curricula. For information on these sources contact: Chairman, Department of Occupational Therapy, Medical College of Georgia.

Curriculum

The curriculum allows students several options in planning a course of study and includes a variety of electives. Such flexibility offers the stu-

dent the opportunity to design a program specific to individual needs and to select a specialized fieldwork setting.

The occupational therapy curriculum is designed as a continuum of learning experiences so organized as to facilitate the personal and professional growth of the student. While the main objective of the program is to prepare the student to function as a clinician, because of the nature of the profession he must be exposed to concepts of education, research and management.

The curriculum has three major components: human biology, the developmental process and interruptions to the process, and alternatives to dysfunction.

The human biology component serves as the basic structure from which the student derives knowledge and understanding of the body and its systems. The human development component serves to identify those aspects of most concern to occupational therapy and as a vehicle for analysis of the activities in which man engages at various ages and stages of life. Concurrently, disease and dysfunction in man is studied with the major emphasis on contemporary health problems and issues.

Laboratory, clinical, and community experiences are utilized extensively throughout the curriculum to provide for active involvement of the student in his learning. Major emphases are on the social-cultural milieu of the community and examination of the development of the individual's capacities and roles in the family, school and community. The adaptation and modification of activities, design of adaptive equipment and devices, prosthetics and orthotics is included in the laboratory and field experiences.

A minimum of eight months full-time field work experience is required. These placements begin the summer quarter following the junior year and continue throughout the senior year.

The final quarter of the senior year includes the study of special problems, principles of management, an independent study and an introduction to research design and methodology.

Required Courses

*ANM 330-331	Anatomy
*PHY 311-312	Physiology
**HS 455 or OTH 455	Research
**HS 310	Management
OTH 300	Foundations of Occupational Therapy
OTH 301	Human Development
OTH 302	Basic Principles of Occupational Therapy
OTH 303	Activities of Childhood and Adolescence
OTH 305	Activities of Adulthood
OTH 310	Introduction to Dysfunction
OTH 312	Concepts of Dysfunction
OTH 332	Kinesiology
OTH 400	Occupational Therapy Applied to Psycho-social Dysfunction
OTH 401	Psycho-social Field Work Experience
OTH 405	Occupational Therapy Applied to Developmental Disabilities
OTH 410	Occupational Therapy Applied to Physical Dysfunction
OTH 411	Physical Dysfunction Field Work Experience
OTH 415	Consulting and Advocacy Principles for Occupational Therapy
OTH 430	Special Problems
OTH 440	Independent Study
OTH 450	Specialized Field Work Experience

Elective Courses

OTH 416	Occupational Therapy in Public Health
OTH 417	Occupational Therapy in Gerontology
OTH 418	Occupational Therapy in the School Systems
OTH 419	Occupational Therapy in Community Agencies
OTH 420	Occupational Therapy in a Specialized Setting
OTH 425	Learning Theories
**HS 180-380	Health Care Seminar

*See School of Medicine Course Description.
**See Health Systems and Information Sciences Course Descriptions.

Special Needs

Students who are accepted to the program must be prepared to travel to facilities throughout the Southeast United States to complete the full-time field work requirements in the senior year of study. Some travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Academic Promotion and Graduation

See the General Information section of this **Catalog** for academic probation and suspension policies.

A student who earns less than a "C" in any course will be suspended. A student suspended for academic reasons may reapply following standard admission procedures.

Master of Health Education

The Department of Occupational Therapy provides an educational program at the graduate level to prepare occupational therapists for careers as a more highly skilled practitioner, clinical educator or academic educator. The applicant must have at least one year of experience as a practicing occupational therapist and a minimum total score of 1000 on the Aptitude Test on the Graduate Record Examination. Upon completion of requirements candidates are awarded the degree Master of Health Education.

For details refer to School of Graduate Studies section of this **Catalog.**

Physical Therapy

General

Physical Therapy is one of the allied health professions dedicated to the rehabilitation of handicapped individuals. As a member of the health team the physical therapist utilizes a variety of therapeutic measures to help the patient regain the maximum amount of function possible within the limits of his disability. The physical therapist must be able to determine the extent of functional loss then plan and implement an appropriate therapeutic program. In clinical settings physical therapists function as administrators, researchers, consultants, and educators. The physical therapist has completed a four year program leading to a Bachelor of Science in physical therapy.

The physical therapist assistant works within a physical therapy service administered by a professional physical therapist. The assistant functions as a physical therapy team member who contributes to total patient care by performing routine treatment procedures in accordance with planned programs, and by assisting the physical therapist in carrying out complex procedures and programs. He also carries out designated tasks which are required for the efficient operation of the physical therapy service. The physical therapist assistant performs his duties under the guidance and supervision of the physical therapist to whom he is directly responsible. The physical therapist assistant is a graduate of a two year course of study with an Associate of Science degree in physical therapy.

The Department of Physical Therapy also provides an educational program at the graduate level to prepare participants for careers in clinical and academic education. Upon completion of requirements, candidates are awarded the degree Masters of Health Education. For details refer to the School of Graduate Studies section of this **Catalog.**

Objectives

Physical Therapy

Goal:

The goal of the baccalaureate curriculum is to develop problem solving physical therapists by providing learning experiences that enable each student to acquire the knowledge and develop the skills necessary to meet the physical therapy needs of society.

Upon completion of the educational program the graduate will:

- be able to function in administrative, clinical, consultive, educational and research areas as a provider of health care services within the scope of the physical therapy profession.
- seek out opportunities to continue the development of personal humanistic qualities and scientific abilities while striving for excellence in personal and professional activities.
- be sensitive to the needs of each individual encountered as well as to the changing health needs of society as a whole.
- maintain a flexible attitude towards new developments and participate in the improvement of physical therapy practice.

Competencies:

At the completion of this program the graduate should be able to:

1.0 Determine the physical therapy needs of any patient referred for treatment.
- 1.1 Recognize normal structure and function of the human organism from conception to death.
- 1.2 Recognize areas in which structure and function are abnormal.
- 1.3 Select appropriate methods to assess the degree of function, dysfunction or abnormality.

1.4 Perform (modifying if necessary) and record the results of necessary evaluative procedures to assess the function of appropriate systems including:
- neurological
- musculoskeletal
- cardiovascular
- pulmonary
- integumentary

1.5 Interpret the results of evaluative procedures.

1.6 Determine initially and on a continuing basis the nature and extent of the patient's need for treatment and the potential of the patient to respond to specific forms of treatment.

2.0 Develop a plan of action to meet other individual's physical therapy needs.

2.1 Integrate scientific theory with the results of patient evaluation to establish realistic long and short term goals which correlate with each other and consider economic, cultural and social influences (within the community, family, and patient) that may affect the outcome of the plan.

2.2 Develop viable alternatives for treatment.

2.3 Select the most appropriate procedures available in terms of clinical outcomes, cost effectiveness and potential for achieving long and short term goals.

2.4 Reassess the plan of action in relation to the patient's response and modify the plan as necessary.

3.0 Implement the physical therapy plan of action designed to:
- maintain and restore strength, endurance, coordination, relaxation, and range of motion
- promote healing
- relieve pain
- improve functional level

3.1 Determine the type, time and intensity of procedures to be used.

3.2 Determine the personnel preferred for the administration of each aspect of treatment.

3.3 Effectively perform treatment procedures in a manner appropriate to the patient's status.

3.4 Prepare patients, treatment area and equipment in a manner that assures the patient's dignity, safety, privacy, and treatment efficiency.

4.0 Communicate appropriately and effectively with patients and families, colleagues, and the public.

4.1 Consistently use effective written, oral, and non-verbal communication skills.

4.2 Provide psycho-social support for patients and their families.

4.3 Function as an effective member of the health care team or other working group.

4.4 Recognize and respect individual, cultural, socio-economic and religious differences in people.

4.5 Recognize and understand one's own personal reaction to illness and disability.

4.6 Recognize and respond appropriately to the frustrations, anxieties, and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

5.0 Adhere to safe, ethical, and legal practice.

5.1 Recognize and understand one's own limitations in the practice of physical therapy.

5.2 Recognize and understand the priority of safety in dealing with another individual's physical and mental well being.

5.3 Accept responsibility for one's own actions and their consequences.

5.4 Make decisions within the scope of practice as a physical therapist.

6.0 Apply the administrative principles of planning, organization, supervision, control and evaluation while working within or managing a physical therapy service.

6.1 Demonstrate effective leadership and supervisory techniques.

6.2 Recognize the impact of external agencies or departments on the management of a physical therapy service and respond to those agencies or departments with appropriate actions.

6.3 Plan a physical therapy service in any setting.

6.4 Appreciate the importance of good management practice to the daily operation of a physical therapy service.

7.0 Apply the basic educational concepts of teaching within the clinical practice of physical therapy.

7.1 Recognize and appreciate the pervasive nature of education in the clinical practice of physical therapy.

7.2 Develop clear, concise, and appropriate learning objectives for patient education, in-service, and continuing education activities.

7.3 Select and implement appropriate teaching methods and learning activities to accomplish stated objectives for a given situation.

7.4 Evaluate the effectiveness of learning experiences.

8.0 Apply the basic principles of statistics and research methodology within the practice of physical therapy.
- 8.1 Critically analyze new concepts and findings provided by others.
- 8.2 Use the scientific method to resolve simple problems related to the practice of physical therapy.
- 8.3 Accept the value of research in physical therapy.

9.0 Contribute to the quality of health of the community and to improvement of the effectiveness of the health care system of the community.
- 9.1 Recognize and respond appropriately to the problems and issues within physical therapy and the health care system of the community.
- 9.2 Effectively participate in the community in a manner that reflects an acceptance of the role of the physical therapist in the health care system.
- 9.3 Participate in and appreciate the function of appropriate national associations.

10.0 Accept that being a professional is a continuing process and assume responsibility for professional growth and development.
- 10.1 Assume the responsibility for one's own learning.
- 10.2 Perform in a manner which reflects an acceptance of the value of professional behavior.
- 10.3 Recognize the boundaries of the basic educational program and pursue a variety of resources to expand those boundaries in future professional growth and development.

Objectives

Physical Therapist Assistant

Goal:

The goal of the physical therapist assistant program is to provide learning experience that enable the student to acquire the knowledge and develop the skills necessary for him to function effectively as a physical therapist assistant and to be a contributing member of any physical therapy service.

Upon completion of the educational program the graduate will:

- be able to function as a provider of health care services within the scope of physical therapy practice.
- seek out opportunities to continue the development of personal humanistic qualities while striving for excellence in personal and physical therapy activities.
- be sensitive to the needs of each individual encountered as well as the changing health needs of society as a whole.
- maintain a flexible attitude towards new developments in physical therapy.

Competencies:

At the completion of this program the graduate should be able to:

1.0 Assist the physical therapist in determining the physical therapy needs of any patient referred for treatment by gathering data.
- 1.1 Perform and record standardized evaluation techniques.
- 1.2 Assist the physical therapist in the performance of complex evaluation procedures.
- 1.3 Recognize areas in which structures and function are normal or abnormal.
- 1.4 Recognize and report to the physical therapist changes in the patient's status that will affect the treatment plan.

2.0 Implement the designated physical therapy plan of action.
- 2.1 Apply designated treatment procedures in an effective manner that reflects an understanding of each patient's status (physical, emotional, cultural, socio-economic).
- 2.2 Assist the physical therapist in performing complex treatment procedures.
- 2.3 Prepare patients, treatment area and equipment in a manner that assures the patient's dignity, safety, privacy, and treatment efficiency.
- 2.4 Recognize and respond to acute changes in the patient's physiological or emotional state.
- 2.5 Modify treatment procedures as indicated by the patient's response.

3.0 Communicate appropriately and effectively with patients and families, colleagues and the public.
- 3.1 Consistently use effective written, oral and non-verbal communication skills.
- 3.2 Provide desired psycho-social support of patients and their families.
- 3.3 Function as an effective member of the health care team or other working group.
- 3.4 Recognize and respect individual, cultural, socio-economic and religious differences in people.
- 3.5 Recognize and understand one's own personal reactions to illness and disability.
- 3.6 Recognize and respond appropriately to the frustration, anxieties, and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

4.0 Adhere to safe, ethical and legal practices.
- 4.1 Recognize and understand one's own limitations in practice as a physical therapist assistant.
- 4.2 Make decisions within the scope of practice as a physical therapist assistant.
- 4.3 Recognize and understand the priority of safety in dealing with another individual's physical and mental well being.
- 4.4 Accept responsibility for one's own actions and their consequences.

5.0 Participate in the effective operation of a physical therapy service under the direction of a physical therapist.
- 5.1 Perform clerical functions which contribute to the efficient operation of a physical therapy department.
- 5.2 Appreciate the importance of good management practices in the daily operation of a physical therapy service.
- 5.3 Perform appropriate maintenance functions designed to maintain:
  - equipment and supplies
  - appropriate environmental conditions
- 5.4 Effectively supervise other supportive personnel.

6.0 Apply selected educational procedures in patient, staff and clinical education.
- 6.1 Recognize the importance of teaching as a function of the physical therapist assistant.
- 6.2 Implement appropriate teaching methods to accomplish stated goals for a given situation.

7.0 Function as an effective health care provider within the community and health care system.
- 7.1 Understand the basic organization and function of the health care system.
- 7.2 Recognize major issues and trends which have influence on the field of physical therapy.
- 7.3 Interpret within the community the profession of physical therapy and the role of the physical therapist assistant.
- 7.4 Participate in and appreciate the function of appropriate national professional associations.

8.0 Accept that being a health care provider is a continuing process and assume responsibility for continued development.
- 8.1 Assume responsibility for one's own learning.
- 8.2 Perform in a manner which reflects an acceptance of the value of becoming a physical therapist assistant.
- 8.3 Accept the value of and participate in activities for continued development:
  - participate in appropriate continuing education programs
  - read and interpret appropriate literature
  - discussion with colleagues

Master of Health Education

The objective of the program is to prepare academic and clinical faculty for Associate Degree and Baccalaureate Degree programs in physical therapy . The curriculum provides an educational program at the graduate level that will permit students who have completed their education as a physical therapist to structure a graduate program to meet their specific needs and objectives as more highly skilled educators and practitioners.

Accreditation

The Bachelor of Science degree program curriculum has been accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required for the practice of physical therapy.

The Associate of Science degree program has been accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required for the practice of physical therapy.

Academic Promotion and Graduation

Refer to the General Information Section of this **Catalog.**

Final grades for all academic courses and units taught by the physical therapy faculty are given on an A, B, C, or F scale. The grade of "D" is not acceptable in the physical therapy department and will not be awarded in physical therapy courses or units.

The grade of "D" is not acceptable in any course taught by MCG faculty. If a student earns a "D" in a course taught outside of the Department of Physical Therapy, the grade will be considered a failing grade and the student earning the "D" is subject to dismissal from the program.

Each student must meet the minimum level of proficiency established for each course or unit. Minimal level of proficiency will usually be at the 75 or 80% level (as specified by each instructor) of correct responses in written, oral, and/or practical examinations plus satisfactory completion of all other course requirements. This applies to all courses taught by the physical therapy faculty.

Satisfactory progress through the curriculum is dependent on consistent satisfactory completion of each course/unit at the time the course/unit is offered.

Incompletes may be given in any course or unit under extenuating circumstances at the discretion of the instructor(s). Incompletes must be made up in accordance with MCG policy.

Any student who earns a grade of "F" in any course or unit is subject to dismissal from the program.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the Department of Physical Therapy if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physical therapist assistant, physical therapist, or physical therapy educator.

Financial Aid

Refer to General Information Section of this **Catalog.**

In addition to the sources of financial aid available to all college students there may be aid available specifically for students enrolled in the undergraduate or graduate physical therapy curriculum. For information on these sources contact: Chairperson, Department of Physical Therapy, Medical College of Georgia.

Associate of Science Degree

Admission Requirements

Applicants may attend any accredited college or university of their choice for the freshman year; however all requirements of the Medical College of Georgia must be met. Preference will be given to those applicants who have demonstrated superior academic ability. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to insure their completing the necessary prerequisites. Accepted students are admitted to the program at the beginning of fall quarter each year.

Specific Requirements

The curriculum for the freshman year must show a minimum of 45 quarter hours of acceptable work including the following courses:

Area I — Humanities	Hours
Composition	5
Humanities	5
Total	10

(Select from courses in art, creative writing, humanities, languages, literature, music religion, journalism, and speech.)

Area II — Mathematics and Natural Sciences	Hours
Physical Science	5
General Biology (with lab)	5
Total	10

Area III — Social Sciences	Hours
Psychology	5
History	5
Political Science	5
Total	15

Area IV — Major Area (Electives)Total 10 Hours
(Select from any areas of interest. The Department of Physical Therapy encourages flexibility in meeting admission requirements. Students are encouragd to take courses in a broad spectrum rather than concentrate all their efforts in the sciences.)

Application Procedures

Application forms and instructions should be obtained from the Office of Academic Admissions.

Applications should be submitted between January 1 and August 1 of the year of anticipated enrollment. Early application is recommended. A transcript should be sent at the end of each quarter as it is completed. No application fee is required.

1. Applications must be filed no later than August 1 of the year in which one is applying for admission in September.
2. A personal interview with members of the department will be scheduled for the prospective student after application and transcripts have been filed.
3. Applicants must have completed at least 45 quarter hours (30 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of C (2.0) overall and a minimum grade of C in all mathematics and science courses.
4. A grade of D is not readily transferable and is accepted only at the discretion of the department. Class size is limited and not all applicants who meet minimum admission requirements may be selected. Selection of applicants begins in May of each year.

Estimated Additonal Expenses* Specific to Physical Therapist Assistant

Students who are accepted into the program must be prepared to travel to facilities throughout the United States to complete the clinical practicum during the sophomore year of study.

Sophomore Year	
Books	$300.00
Uniforms	100.00
Travel	1000.00
Students Professional Liability Insurance	15.00
Total	$1415.00

*Matriculation and other fees are stated in the General Information section, main **Catalog.**

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

At the Medical College of Georgia, physical therapist assistants' education involves a 12 month (4 quarter) course of study after completion of one year of study at an accredited college of the student's choice.

The curriculum covers the sophomore year only, leading to an Associate of Science degree with a major in physical therapist assistant. Integrated within the thirteen months of classroom and laboratory experiences is student participation in internships at clinical facilities in various parts of the country.

The curriculum has been planned in accordance with the standards for physical therapist assistant education as established by the American Physical Therapy Association.

Starting with the fall quarter of the sophomore year the curriculum is divided into a unit system rather than quarters. Therefore, the student's time off is scheduled between units and may differ from that schedule for the rest of the School of Allied Health Sciences. For a better understanding of this **Catalog**, however, the courses have been outlined in quarters.

Sophomore Year

Fall Quarter		**Credit Hours**
PTA 201	Functional Anatomy	6
PTA 202	Human Physiology	6
PTA 203	Health Care Environment	3
	Total	15

Winter Quarter		
PTA 220	Topics in Physical Therapy I	14
PTA 240	Clinical Practicum I	1
PTA 245	Clinical Seminar	1
	Total	16

Spring Quarter		
PTA 221	Topics in Physical Therapy II	10
PTA 231	The Health Care System	3
PTA 241	Clinical Practicum II	4
PTA 230	Interpersonal Communications	3
	Total	20

Summer Quarter		
PTA 222	Topics in Physical Therapy III	12
PTA 242	Clinical Practicum III	5
	Total	17

Bachelor of Science Degree

Admissions Requirements

Applicants may attend any accredited college or university of his choice for the freshman and sophomore years; however, all requirements of the Medical College of Georgia must be met. Preference will be given to those applicants who have demonstrated superior ability in all academic areas. In planning his course work for the first two years, the student should provide himself with a broad base of experiences to help him identify his areas of interest and competence as well as to give him a wide background to meet the varied challenges of modern society. Physical therapy is a profession which requires a knowledge of human behavior, physical and psychological, as well as a knowledge of man's history, literature, art, music, communicative skills, society past and present, economic problems, educational patterns and business methods. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to insure their completing the necessary prerequisites. Accepted students are admitted to the program at the beginning of fall quarter each year.

Specific Requirements

The Department of Physical Therapy encourages flexibility in meeting their requirements. In addition to the general admission requirements listed by the Medical College, School of Allied Health Sciences, the students are encouraged to take courses that interest them. Course work should include the following:

Area I — Humanities	Credit Hours
Composition	5
Literature	5
Electives	10
Total	20

(Select from courses in art, creative writing, humanities, languages, literature, religion, journalish, and/or speech.)

Area II — Mathematics and Natural Sciences	Credit Hours
Mathematics	5
Biology	15
Total	20

(Select courses from college algebra, trigonometry, or advanced mathematics. Select two laboratory courses in general biology, microbiology, zoology, comparative anatomy, embryology and genetics. The third biology does not necessarily require a laboratory. Only one botany course will be accepted in this area.)

Area III — Social Sciences	Credit Hours
History	5
Political Science (Government)	5
Psychology	10
Total	20

(Select courses from anthropology, criminology, geology, geography, economics, philosophy, psychology and sociology.)

Area IV — Courses Supportive to Major	Credit Hours
Physics with Lab	10
Electives	20
Total	30

(Select two courses with laboratories covering mechanics and electricity. Other laboratory courses may include heat, light, sound and magnetism. Select elective courses from anthropology, geology, geography, economics, psychology, sociology, history and chemistry.

The chemistry requirement may be satisfied if the student has a high school course in which C or better was earned. However, if the student had no high school chemistry, one college course with a laboratory will be required.)

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions.

Applications should be submitted between September 1 and March 15 previous to anticipated enrollment. Early application is recommended. Applicants should submit a list of current and/or planned courses and credits. No application fee is required.

1. Applications must be filed no later than March 1; all procedures must be completed by March 15 of the year in which one is applying for admission in September.
2. The Department of Physical Therapy requires a personal interview as part of the application procedure. Due to the large number of qualified applicants, not all applicants are invited to interview. Interviews are scheduled monthly from January through March.
3. Applicants must have completed at least 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of C (2.0) overall and C+ (2.5) in the sciences and mathematics.
4. A grade of D is not readily transferable and is accepted only at the discretion of the department.

Selection of applicants who meet admission requirements begins in April of each year. Applicants will be notified of the final action on their application in April.

Estimated Additional Expenses* Specific to Physical Therapy

Students who are accepted into the program must be prepared to travel to facilities throughout the United States to complete the internship requirements during the senior year of study.

Some travel will also be required to facilities in Georgia and South Carolina during the junior year.

	Junior Year	Senior Year
Books	$350.00	$ 225.00
Uniforms	100.00	50.00
Travel (depending on location)	200.00	1,300.00
Student Professional Liability Insurance	15.00	15.00
Total	$665.00	$1,590.00

*Matriculation and other fees are stated in the General Information section.

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

The curriculum covers the junior and senior years including the intervening summer leading to a Bachelor of Science degree with a major in physical therapy. A detailed study of normal human function, structures, and systems is followed by a study of the various pathological conditions which interfere with function and the medical, surgical and therapeutic procedures which are utilized to enable the patient to regain the maximum amount of function possible. Students are also introduced to basic research procedures, supervisory and management activities and educational systems in health care.

Classroom laboratory, clinical and independent study experiences are provided. The clinical facilities are selected to provide a broad base of experiences in a variety of settings.

Starting spring quarter in the junior year the curriculum is divided into a unit system rather than quarters. Therefore, students' time off is scheduled between units and may differ from that scheduled for the rest of the School of Allied Health Sciences. For the better understanding of this **Catalog**, however, the courses have been outlined in quarters.

Junior Year

Fall Quarter		**Credit Hours**
*AMN 330	Basic Gross Anatomy	7
*PHY 311	Principles of Human Physiology I	5
PTH 300	Dynamics of Human Function I	7
PTH 303	Health Care Environment	3
	Total	22

Winter Quarter		**Credit Hours**
*AMN 331	Basic Neuroanatomy	6
*PHY 312	Principles of Human Physiology II	5
PTH 301	Dynamics of Human Function II	7
PTH 320	Clinical Experiences I	1
PTH 325	Clinical Seminar	1
	Total	20

Spring Quarter		**Credit Hours**
PTH 310	Concepts of Dysfunction I (Units I, II)	15
PTH 340	Interpersonal Communications	2
PTH 321	Clinical Experience II	1
	Total	18

Summer Quarter		**Credit Hours**
PTH 410	Concepts of Dysfunction II (Units III, IV, V)	15
PTH 434	Teaching/Learning Processes	5
	Total	20

Years Total Credit Hours 79

Senior Year

Fall Quarter		**Credit Hours**
PTH 411	Concepts of Dysfunction III (Units VI, VII)	15
PTH 420	Clinical Experience III	4
	Total	19

Winter Quarter		**Credit Hours**
PTH 412	Concepts of Dysfunction IV (Unit VIII)	6
PTH 430	Research Methodology	6
PTH 432	Designs for Administration	6
PTH 421	Clinical Experience IV	6
	Total	24

Spring Quarter		**Credit Hours**
PTH 440	Senior Project	5
PTH 442	Independent Study	2-5
PTH 431	Health Care Issues	5
PTH 413	Concepts of Dysfunction V (Unit IX)	3
PTH 422	Clinical Experience V	6
	Total	21-24

Years Total Credit Hours 64-67

Master of Health Education

The Department of Physical Therapy provides an educational program at the graduate level to prepare physical therapists for careers as clinical educators or academic educators. The applicants must have at least two years of experience as a practicing physical therapist and be accepted for admission by the Dean of the School of Graduate Studies. Upon completion of requirements candidates are awarded the degree of Master of Health Education.

For details refer to School of Graduate Studies section of this **Catalog.**

*Refer to School of Medicine for Course Description.

Physician's Assistants

General

The Physician's Assistant program was established as a department of the School of Allied Health Sciences, Medical College of Georgia in 1972. The first class was enrolled in January 1973. Since that time, classes have been enrolled each year concurrent with the fall quarter schedule of the School of Allied Health Sciences, Medical College of Georgia. The first class was graduated in December 1974.

The status of the Physician's Assistants has been given legal definition and acceptance in the Georgia State Code, H.B. 1591 and 1592.

Objectives

The physician's assistants department at the Medical College of Georgia has as its objective the education of new health professionals to assist the physician engaged in primary health care.

Primary care implies the physician's practice is made up to a significant degree of office or outpatient care and is comprehensive in scope. Such physicians might be found in clinics or solo practice, both rural and urban.

Accreditation

The Physician's Assistant Program has been approved by the Committee on Allied Health Education and Accreditation, of the American Medical Association, and the Association of Physician's Assistant Programs.

Admissions Requirements

Personal, physical, and academic requirements of the Medical College of Georgia must be met by candidates seeking entry to the physician's assistants program.

Previous medical experience is desirable, but it is not a requirement.

The following specific requirements must be met by all candidates for admission:

1. Have a minimum score of 650 on the Scholastic Aptitude Test.
2. Have ninety quarter hours of transferable college credits from accredited institutions with a minimum of a C average, exclusive of physical education.
3. The ninety quarter hours should include the following:

Area I — Humanities	**Quarter Hours**
English (to include composition)	10
Humanities	10
Suggested courses for Humanities: humanities, art, music, literature, philosophy, speech, foreign language, study of religions.	
Total	20

Area II — Natural Sciences	
Chemistry with lab	10
Mathematics (Algebra)	5
Organic Chemistry	5
Total	20

Area III — Social Sciences	
*History	5
*Political Science	5
Electives	10
Total	20

Area IV — Major Field

In combination with Area II, the student must complete 10 hours of general chemistry for biology majors, 5 hours of algebra and 5 hours of organic chemistry for biology majors.

In combination with Area III, the student must complete 5 hours of Human Growth and Development.

Suggested courses in order of preference are: anatomy, physiology, microbiology, genetics, histology, physics, embryology, comparative anatomy, zoology, biology, biochemistry.

Total 30

*These courses must satisfy the Georgia legislative requirements. The State of Georgia requires that any student receiving a degree from any institution in the University System will have demonstrated a proficiency in United States and Georgia Constitution and History. Exemption examinations may be taken by both in- and out-of-state students; however, no credit hours are earned. Electives may be substituted for these courses if these requirements have been met by the exemption examination.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions, Medical College of Georgia, Augusta, Georgia, 30912.

Applications should be submitted no earlier than September 1 and no later than March 15 previous to anticipated enrollment. Students are enrolled beginning the fall quarter only. All college work must be completed prior to the beginning of the summer quarter/semester preceding the fall quarter for which they are applying.

Interview appointments are scheduled by the Department of Physician's Assistants. A personal interview is required.

Estimated Additional Expenses Specific to Physician's Assistants

	First Year	Second Year
Books and Supplies	$280.00	$205.00
Uniforms and Instruments	390.00	40.00
Travel	140.00	500.00
Professional Liability Insurance	15.00	15.00
Graduation	—	24.00
	$ 825.00	$ 784.00

Matriculation and other fees are stated in the General Information section in **Catalog.**

Financial Aid

See General Information section of this **Catalog.**

Curriculum

The curriculum of the Physician's Assistants Program at the Medical College of Georgia is presented during 24 consecutive months. After successful completion of the program, the student is awarded a Bachelor of Science degree as a physician's assistant.

The curriculum is presented in three phases:

Phase I — classes conducted on the campus at the Medical College of Georgia

Fall Quarter		Quarter Hours
*ANM 332	Systemic Anatomy	7
*PHY 311	Psychology	5
*CMB 345	Biochemistry	5
PAD 308	Physical Diagnosis	5
PAD 341	Growth and Development	2
		24

Winter Quarter		
*ANM 331	Neuroanatomy	6
*PHY 312	Physiology	5
PAD 328	Clinical Medicine	5
PAD 316	Topics in Human Behavior	2
		18

Spring Quarter		
*CMB 310	Microbiology	5
*PHM 309	Pharmacology	5
PAD 343	Introduction to Minor Surgical Techniques	3
PAD 329	Clinical Medicine	5
		18

*See School of Medicine for Course Description

Phase II — Summer Quarter of first year through Spring Quarter of second year.

Clinical Rotations Required	Length	Credit Hours
PAD 409 Clinical Laboratory	2 weeks	4
PAD 405 Pediatrics	6 weeks	12
PAD 406 Ob-Gyn	6 weeks	12
PAD 420 Emergency Room	4 weeks	9
PAD 418 Surgery	6 weeks	12
PAD 407 Mental Health	4 weeks	9
PAD 404 Internal Medicine	6 weeks	12
PAD 403 Family Practice	6 weeks	12
PADE — Elective	4 weeks	8
PADE — Elective	4 weeks	8
	Total	98

Phase III

Summer Quarter	Length	Credit Hours
PAD 401 Preceptorship	11 weeks	20
	Total	20

Preceptorship is required of all students and it must be served in a primary care setting. Primary is defined as in a clinic as opposed to hospital setting.

Academic Promotion and Graduation

See General Information section of this **Catalog.**

Student Needs

Students must be prepared to travel during Phase II of the curriculum. Local travel will be at the expense of the student.

PA Graduate

The practicing physician's assistant in the State of Georgia is certified by the Composite Board of Medical Examiners. A job description written by the PA's physician employer is submitted to the Composite Board of Medical Examiners for approval. After approval of the job description, the PA and the physician employer must appear before the board.

The PA functions under the guidelines of the approved "job description." There is no model "job description," but most include collection of patient data, by the usual methods of history taking, physical examination and basic laboratory tests; stating the patient's problem; implementing appropriate portions of the plan of treatment and follow up. As the physician's assistant progresses, his job description may be amended or "up-dated."

By successful completion of a written and practical examination, conducted by the National Board of Medical Examiners, the physician's assistant received certification by the National Commission on Certification of Physician's Assistants.

Radiologic Technologies

General

Radiologic Technologies is a comprehensive term that applies to several specialty career areas involving the use of radiation in medicine. Certified technologists in radiologic technology (radiography), nuclear medicine, and radiation therapy are highly skilled individuals who specialize in the use of x-radiation and other forms of ionizing radiation to assist physicians in the diagnosis and treatment of diseases and injuries. Although these careers are closely related, each involves special instrumentation, techniques of application, safety practices, and patient services.

The radiographer examines the patient for broken bones, ulcers, tumors, diseases, or malfunctions of various organs through the production of consistently high-quality diagnostic images, ready for the physician's interpretation. In many instances, the radiographer and radiologist work as a team, with the radiographer assisting to complete complex procedures. The radiographer must be competent in understanding the principles of: radiographic exposure and processing; x-ray equipment operation and testing; departmental administrative procedures; and most importantly, applying precautions against over irradiation of patients and personnel. In addition, the radiographer is responsible for providing for the physical and mental well-being of the patient during the radiographic examination.

Employment opportunities are abundant and varied for qualified radiographers, including work in hospitals, physician's offices, public health projects, industrial medical clinics, and industrial radiography.

The nuclear medicine technologist aids in the diagnostic process through the production of images or dynamic studies of the function and structure of the patient's body organs through the use of radioactive pharmaceuticals. Responsibilities may include: radiation safety, quality control, radiopharmaceutical preparation and administration, operation of clinical instruments, positioning of patients for imaging procedures, collection and preparation of biologic specimens, conduction of laboratory studies and data analysis.

The increasing demand for additional nuclear medicine services has provided technologists with job opportunities in large and small hospitals, public health institutions and national research institutions.

The radiation therapy technologist is a technical assistant to the radiotherapist in special procedures involving the use of radiation producing equipment for the treatment of disease. The responsibilities of this technologist may include: exposure of diseased areas of the body to x-rays or other forms of high energy radiation, assurance of the safety of patients and personnel, quality control, and maintenance of treatment records.

There is an abundance of employment opportunities for the certified radiation therapy technologist, who is qualified to work in any of the major cancer treatment centers or other hospitals having high-energy radiation units for therapy.

Objectives

The Department of Radiologic Technologies strives to offer education in radiologic science in a comprehensive format through a variety of programs meeting multiple goals.

Associate curricula educate persons toward certification as entry level technologists in one of these professions: radiography, nuclear medicine, or radiation therapy technology. These credentialed technologists are needed for numerous positions in every state.

Certificate curricula provide intense specialized education in either nuclear medicine or radiation therapy for select individuals with previous medical certification, or as post-baccalaureate education. Multi-competency technologists serve in expanded roles with such dual service capabilities.

Baccalaureate curricula provide dynamic programs of advanced specialty education for certified technologists who seek the concepts and skills of the administrative, educational, technical, or scientific professional. Selected study in these topics allows technologists to fill expanded roles within the system of radiologic service.

The faculty of the Department strives to promote public awareness of the professions and to meet the needs of the professions and the community through education, research, and service.

Accreditation

The programs offered through Radiologic Technologies are approved by the Board of Regents of the University System of Georgia and are accredited by the Committee on Allied Health Education and Accreditation.

Admission Requirements

There is a limited capacity for each entering class, so early qualifications and applications are advised. Applicants who meet minimum qualifications are scheduled for a personal interview. Factors considered in the selection process include academic record and achievement, knowledge of the career(s), SAT scores (or equivalent), recommendations, and evaluations from the personal interview.

The Department has developed technical standards for the psychomotor capabilities required for each of the career areas. Individuals will be evaluated according to these standards.

Application Procedures

Application must be made through the Office of Academic Admissions. To assure consideration for the following September, applications should be completed by June 30.

Refer to the General Information section of the **Catalog** for additional information.

Estimated Fees and Expenses

Information regarding quarterly tuition and fees for residents and non-residents may be found in the General Information section of the **Catalog**.

Program costs, not including room and board, are approximately $1,800 a year for residents and $3,600 a year for non-residents. This figure is based on a 4 quarter program year. For a 3 quarter program year, the costs would be approximately $1,350 and $3,100 respectively. Specific and updated costs may be requested through the Department.

Information regarding financial aid may be found in the General Information section of the **Catalog.**

Academic Standards

Refer to the General Information section for institutional academic standards.

Students in all Departmental programs must obtain a grade of "C" or better in all required major area courses in order to receive program credit. Major area courses are defined as 1) all professional courses, 2) math/science courses in the core area, and 3) area IV courses in programs where applicable. The Department reserves the right to probate and/or dismiss a student for validated evidence and findings in any of the following circumstances: insubordination, unprofessional or illegal conduct, intoxication on campus due to alcohol or drugs, or failure to demonstrate those qualities identified as essential to the ethical practice of the profession

Graduation Requirements

The General Information section contains institutional graduation requirements for all degree candidates. Each program has an identified curriculum which must be successfully completed, which includes a designated number of clinical experience hours, competency assessments, and a professional exit examination. Specific data is provided to each student upon enrollment. Due to the dynamic nature of these technological services, periodic revision of curricula is performed. Therefore, interested applicants are requested to seek advisement from the Department regarding updated curriculum prerequisites and content, as they would pertain to the individual's anticipated period of enrollment.

Programs

The following courses of study are available through the Department of Radiologic Technologies:

Associate in Science in Radiologic Technology

Associate in Science in Nuclear Medicine Technology

Associate in Science in Radiation Therapy Technology

Certificate in Nuclear Medicine Technology

Certificate in Radiation Therapy Technology

Bachelor of Science in Radiologic Technology

Bachelor of Science in Nuclear Medicine Technology

Associate Curricula

These are 24-month programs open to qualified high school graduates with or without previous college credit. These programs lead to certification in one of the three specialty areas in radiologic technologies. Candidates for entry must have evidence of SAT subscores of at least 400 in both verbal and math; or eligibility for, or satisfaction of, college algebra and english composition through a regionally accredited college. Applicants should have a strong math/science academic background for adequate preparation for these programs. Each program includes didactic requirements in liberal arts, and professional courses in the specialty, as well as clinical practicum components under supervision of technologists in one of the Augusta area hospitals.

Associate in Science Degree — Radiologic Technology

Graduates are eligible to sit for the certification examination in radiography offered through the American Registry of Radiologic Technologists.

Curriculum

Orientation		Quarter Hours
Fall 1:	RSC 111 Introduction to Radiologic Professions	2
	Liberal Arts (English Composition I)	5
	Liberal Arts (American History)	5
	Anatomy & Physiology I, or Anatomy	5
	Total	17
Winter 1:	Anatomy & Physiology II , or Physiology	5(6)
	RTR 111 Radiographic Procedures I	5
	RTR 131 Radiographic Science I	2
	RTR 141 Clinical Practicum	2
	Total	14-15
Spring 1:	RTR 121 Radiographic Technique I	3
	RTR 112 Radiographic Procedures II	4
	RSC 113 Psychology of the III	2
	RSC 233 Radiation Health	3
	RTR 142 Clinical Practicum	3
	Total	15
Summer 1:	RTR 143 Clinical Practicum	3
	Liberal Arts (Algebra)	5
	Liberal Arts (English Composition II)	5
	Liberal Arts (American Government)	5
	Total	18
Fall 2:	RTR 221 Radiographic Technique II	4
	RTR 221 Radiographic Procedures III	3
	PCS 221 Computers in Radiologic Sciences	2
	RTR 241 Clinical Practicum	5
	Total	14
Winter 2:	RSC 202 Imaging & Therapeutic Modalities	2
	RTR 231 Radiologic Science II	3
	RTR 242 Clinical Practicum	7
	Total	12
Spring 2:	RTR 251 Seminar	2
	RTR 243 Clinical Practicum	10
	Total	12
Summer 2:	RTR 252 Seminar	2
	RTR 244 Clinical Practicum	10
	Total	12
	Total Credit Hours:	114/115

Associate in Science Degree Nuclear Medicine Technology

An applicants must show evidence of ability to be successful in college math at the pre-calculus level. Graduates are eligible to sit for the registries listed under the Certificate-Nuclear Medicine Technology Program.

Curriculum

		Quarter Hours
Fall 1:	RSC 111 Introduction to Radiologic Professions	2
	NMT 211 In-vivo Nuclear Medicine I	4
	ANM 310 Survey of Human Anatomy	5
	Augusta College — College Composition I	5
	Total	16
Winter 1:	PHY 210 Introductory Human Physiology	6
	NMT 212 In-vivo Nuclear Medicine II	5
	Augusta College — College Composition II	5
	Total	16

Spring 1:	RSC 113	Psychology of the III	2
	NMT 213	In-vitro Nuclear Medicine	4
		Augusta College — Pre-calculus Mathematics	5
		Augusta College — American Government	5
		Total	16
Summer 1:	NMT 144	Clinical Practicum	2
		Augusta College — General Chemistry I	5
		Augusta College — US History	5
		Total	12
Fall 2:	PCS 231	Introduction to Radiation Physics	4
	PCS 221	Computers in Radiologic Sciences	2
	NMT 241	Clinical Practicum	6
		Total	12
Winter 2:	PCS 232	Nuclear Instrumentation	5
	RSC 202	Imaging & Therapeutic Modalities	2
	NMT 242	Clinical Practicum	6
		Total	13
Spring 2:	RSC 233	Radiation Health	3
	NMT 243	Clinical Practicum	9
		Total	12
Summer 2:	NMT 244	Clinical Practicum	10
	NMT 201	Seminar	2
		Total	12
		Total Credit Hours	109

Associate in Science Degree — Radiation Therapy Technology

An applicant must show evidence of the ability to be successful in college math at the pre-calculus level. Graduates are eligible to sit for the Radiation Therapy certification examination offered through the American Registry of Radiologic Technologists.

Curriculum

			Quarter Hours
Fall 1:	RSC 111	Introduction to Radiologic Professions	2
	RTT 201	Radiation Therapy I	4
	ANM 310	Survey of Human Anatomy	5
		Augusta College — College Composition I	5
		Total	16
Winter 1:	RTT 212	Radiation Therapy II	5
	PHY 210	Introductory Human Physiology	5(6)
		Augusta College — College Composition II	5
		Total	15-16
Spring 1:	RTT 143	Clinical Practicum	2
	RSC 113	Psychology of the III	2
		Augusta College — Pre-calculus Mathematics	5
		Augusta College — American Government	5
		Total	14
Summer 1:		Augusta College — General Physics I	5
		Augusta College — US History	5
	RTT 144	Clinical Practicum	2
		Total	12
Fall 2:	PCS 31	Introduction to Radiation Physics	4
	PCS 221	Computers in Radiologic Sciences	2
	RSC 421	Pathology	3
	RTT 241	Clinical Practicum	3
		Total	12
Winter 2:	RSC 202	Imaging & Therapeutic Modalities	2
	RTT 231	Dosimetry I	5
	RTT 221	Radiation Oncology I	3
	RTT 242	Clinical Practicum	3
		Total	13
Spring 2:	RSC 233	Radiation Health	3
	RTT 232	Dosimetry II	5
	RTT 222	Radiation Oncology II	3
	RTT 243	Clinical Practicum	3
		Total	14
Summer 2:	RTT 215	Seminar	2
	RTT 244	Clinical Practicum	10
		Total	12
		Total Credit Hours:	108/109

Certificate — Nuclear Medicine Technology

The 12-month curriculum in nuclear medicine technology is open to registered radiologic technologists, registered medical technologists, registered nurses or suitably prepared persons with bachelors degrees. This program is designed for the technologist who primarily performs imaging procedures. Graduates are eligible to sit for the

certification exams given by the American Registry of Radiologic Technologists, the American Society of Clinical Pathologists, and the Nuclear Medicine Technology Certification Board.

Curriculum

			Quarter Hours
Fall			
	PCS 231	Introduction to Radiation Physics	4
	PCS 221	Computers in Radiologic Sciences	2
	NMT 211	In Vivo Nuclear Medicine I	4
	NMT 241	Clinical Practicum	6
		Total	16
Winter			
	PCS 232	Nuclear Instrumentation	5
	NMT 212	In Vivo Nuclear Medicine II	5
	RSC 401	Survey of Computed Tomography & Ultrasonography (optional)	3
	NMT 242	Clinical Practicum	6
		Total	19
Spring			
	RSC 233	Radiation Health	3
	NMT 213	In Vitro Nuclear Medicine	4
	NMT 243	Clinical Practicum	9
		Total	16
Summer			
	NMT 201	Seminar	2
	NMT 244	Clinical Practicum	10
		Total	12
		Total Credit Hours	63

Certificate — Radiation Therapy Technology

The 12-month curriculum in radiation therapy technology is open to certified radiologic technologists or, in limited circumstances, other suitably prepared health professionals. Graduates are eligible to sit for the certification examination offered through the American Registry of Radiologic Technologists.

Curriculum

			Quarter Hours
Fall			
	PCS 231	Introduction to Radiation Physics	4
	PCS 221	Computers in Radiologic Sciences	2
	RSC 421	Pathology	3
	RTT 201	Radiation Therapy I	4
	RTT 241	Clinical Practicum	3
		Total	16
Winter			
	RSC 401	Survey of Computed Tomography & Ultrasonography	3
	RTT 231	Dosimetry I	5
	RTT 221	Radiation Oncology I	3
	RTT 242	Clinical Practicum	3
		Total	14
Spring			
	RSC 233	Radiation Health	3
	RTT 232	Dosimetry II	5
	RTT 222	Radiation Oncology	3
	RTT 243	Clinical Practicum	3
		Total	14
Summer			
	RTT 215	Seminar	2
	RTT 244	Clinical Practicum	10
		Total	12
		Total Credit Hours	56

Bachelor of Science Degree — Radiologic Technology — Nuclear Medicine Technology

The Department offers post certification baccalaureate programs in radiography and nuclear medicine technology that provide a track system supportive of the expanded roles of technologists at the baccalaureate level. Tracks are available in education, management, and science, with the capability of designing special tracks to meet individual needs of students. The programs average 6-8 quarters in length, and complement associate degree education in radiography or nuclear medicine, or the certification training of technologists with little or no previous liberal arts coursework.

Applicants to the Radiologic Technology baccalaureate program who have obtained 90 or more quarter hours of college credit, should apply rather to the Associate Program in Radiologic Technology. A baccalaureate degree may then be attempted by qualified individuals over a 3-6 quarter period, depending on transferred credits. Individuals should seek advisement through the Department as early as possible.

Applicants to the Nuclear Medicine Technology baccalaureate program who have obtained 90 or more quarter hours of college credits (including pre-calculus and chemistry) are urged to contact the Department for advisement regarding a special 2 + 2 curriculum which includes the basic requirements for the Associate Nuclear Medicine Technology Program for certification and the science track of the Bachelors Nuclear Medicine Technology Program.

Admission Requirements

1. National certification by recognized certifying body. A maximum of 45 quarter hours of professional academic credit may be awarded to registered technologists by individual evaluation, transfer of associate degree college credit or validation examination. Individuals who are recently registry eligible may be admitted into the junior year, however, advancement into the senior year is dependent on certification. The number of students admitted is limited and competitive.
2. *Liberal arts course requirements:

Anatomy & Physiology	10 Quarter Hours
English Composition	10 Quarter Hours
Math (at least pre-calculus)	5-10 Quarter Hours
Social Sciences	10 Quarter Hours
Physics and/or Chemistry	5-10 Quarter Hours

*Variances in the number of hours or area of the above outlined courses will be evaluated on an individual basis. Course deficiencies in any or all of the liberal arts area can be completed at MCG or at the applicant's local college or university under the advisement of the Department of Radiologic Technologies prior to enrollment at MCG.

Curricula

Junior Year

(Nuclear Medicine Technology & Radiologic Technology)

Fall Quarter		Quarter Hours
**HS 450	Medical Statistics	3
AHS 400	Survey of Education	3
Track (see below)		5
*Liberal Arts Elective		5
		16

Winter Quarter		
*CSC 235	Introduction to Computer Science	5
**HS 455	Introductory Research Methodology	3
Track (see below)		5
*Liberal Arts Elective		5
		18

Spring Quarter		
**HS 461	Electronics for Allied Health Scientists	3
**HS 310	Introduction to Management	3
*Liberal Arts Elective		10
		16

Junior Year Tracks

Fall Quarter	
Education: *Educational Psychology	5
Management: *Principles of Accounting 1	5
Education & Management: *Educational Psychology	5
Non-Designated Track: TBA	5

Winter Quarter	
Education: *Educational Measurement	5
Management: *Principles of Accounting II	5
Education & Management: *Management Elective	5
Non-Designated Track: TBA	5

Senior Year

(Nuclear Medicine Technology)

Fall Quarter		Quarter Hours
PCS 435	Medical Physics & Instrumentation	5
RSC 421	Pathology	3
Track (see below)		6
NMT 441	Clinical Practicum	3
		17

Winter Quarter		
NMT 423	Radiochemistry Laboratory Procedures	5
RSC 401	Survey of Computed Tomography & Ultrasonography	3
Track (see below)		6
NMT 442	Clinical Practicum	3
		17

Spring Quarter		
RSC 410	Patient Care	3
PCS 437	Advanced Physics of NMT	5
NMT 421	Organ Imaging in NMT	3
NMT 422	Special Topics in NMT	2
	Preceptorship or Clinical Practicum	3
		16

Senior Year

(Radiologic Technology)

Fall Quarter		
PCS 435	Medical Physics & Instrumentation	5
RSC 421	Pathology	3
Track (see below)		6
RTR 441	Clinical Practicum	3
		17

Winter Quarter

PCS 436	Advanced Physics of Radiologic Technology	5
RSC 401	Survey of Computed Tomography & Ultrasonography	3
Track (see below)		6
RTR 442	Clinical Practicum	3
		17

Spring Quarter

RSC 410	Patient Care	3
RTR 437	Quality Control	3
RTR 421	Organ Imaging in Radiology	3
RTR 411	Special Procedures	2
RTR 422	Special Topics in Radiology	2
	Preceptorship or Clinical Practicum	3
		16

Senior Year Tracks

Fall Quarter

Education:

RSE 430	A-V Methods & Materials	3
RSE 431	Teaching Methods	3

Management:

**HS 380	Health Care Seminar	2
RSM 431	Departmental Design	3

Education & Management:

**HS 380	Health Care Seminar	2
RSE 431	Teaching Methods	3

Non-Designated Track:

	Elective	5-6

Winter Quarter

Education:

RSE 432	Curriculum Development	3
RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3

Management:

**HS 410	Departmental Systems Management Techniques	3
RSM 432	Management of the Radiology Department	3

Education & Management:

**HS 410	Departmental Systems Management Techniques	3
RSM 432	Curriculum Development	3

Non-Designated Track:

	Elective	5-6

Spring Quarter

Education:

RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3

Management:

RSM 443	Management Preceptorship	3

Education & Management:

RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3
RSM 443	Management Preceptorship	3

Non-Designated Track:

	Elective	5

*Designates courses taught at Augusta College.
**See Health Systems and Information Services Course Descriptions.
+ See Interdepartmental Course Descriptions under Allied Health.

Respiratory Therapy

Objectives

Respiratory Therapy is an allied health specialty employed in the treatment, management, control and care of patients with deficiencies and abnormalities associated with respiration.

It shall mean the therapeutic use of medical gases, air, and oxygen-administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy, breathing exercises, respiratory rehabilitation, the assistance with cardiopulmonary resuscitation, and maintenance of natural and prosthetic airways.

Specific techniques can be employed in respiratory therapy to assist in diagnosis, monitoring, treatment and research. This shall be understood to include measurement of ventilatory volumes, pressures, flow rates and blood gas analyses.

Since respiratory therapy as a special health area is broadly defined and parallels closely other professional areas, it is important to realize that such therapy does interrelate in patient care performed by nurses, physical therapists and other technologists.

The proper management and education of the respiratory therapy worker is a common duty of the respiratory therapist.

The promotion, planning and implementation of varied types of research for the benefit of the public and the patient, as well as the growth of the profession, is often performed by respiratory therapists.

Opportunities

The Registered Respiratory Therapist (R.R.T.) works in hospitals, clinics, laboratories, colleges and universities. Employment also exists within commercial companies in sales and contract service. The registered therapist may choose to work strictly as a clinician, or perhaps in other areas such as management, education or research within his field.

There is currently an acute shortage of registered therapists. As of 1981 there are less than 12,000 registered therapists in a profession of some 70,000 respiratory therapy practitioners. These individuals assume the majority of the job functions and have increased responsibility and salary.

Accreditation

The program of Respiratory Therapy is accredited by the Joint Review Commission on Respira-Therapy Education (JRCRTE). This accrediting body is sponsored by the American Medical Association and the American Association for Respiratory Therapy.

Admission Requirements

Applicants may transfer to the Medical College following completion of the freshman and sophomore years with a minimum of 90 quarter hours of course work, exclusive of physical education. Applicants are encouraged to apply in the fall of the year prior to the year of admission. All general education core requirements should be met prior to transfer.

A minimum grade point average of 2.0 (C) overall, and a 2.5 (C+) in math and science is required for consideration for admission. Course work should include the following:

Area I — Humanities	**Quarter Hours**
*Composition	5
*Literature	5
*Humanities	10
Total	20

Selection should be made from courses in art, creative writing, humanities, languages, literature, religion, journalism, and/or speech.

Area II — Natural Sciences	**Quarter Hours**
*Mathematics	5

Selections should be made from courses in college algebra, trigonometry, precalculus or advanced mathematics.

Chemistry	10

Selections should be made from laboratory courses only, must have exposure to inorganic and organic chemistry.

Physics	5

Selections should be made from laboratory courses only in mechanics, heat, light, sound, electricity and magnetism. Students must have an understanding of the gas laws.

Total	20

Area III — Social Sciences	**Quarter Hours**
*History	5
*Political Science (Government)	5
*Psychology	10
Total	20

Area IV — Courses Supportive to the Major

Biological Sciences	15

Selections should be made from laboratory courses only in general biology, microbiology, zoology, (vertebrae preferred), comparative anatomy, embryology and genetics.

Electives	15
Total	30

*Meets the University of Georgia System Core Requirements

Application Procedures

Application forms for completing the admission procedures may be obtained from the Office of Academic Admissions, Medical College of Georgia, Augusta, Georgia 30912. Applicants are responsible for gathering the necessary information to complete the application folder. A personal interview is required as part of the application process and should be scheduled after the initial application and transcript have been filed.

Estimated Expenses Specific to Respiratory Therapy (Georgia Residents)

	Junior	**Senior**
Tuition/Fees	$1050	$ 790
Books	200	175
Instruments	25	15
Uniforms	50	25
Field Trips	100	500
	$1425	$1505

On Campus Housing	660	500
Food	800	800
Personal Expenses	450	600
Professional Liability Insurance	15	15
	$3350	$3420

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available specifically for students enrolled in a respiratory therapy curriculum. For information on these sources contact: Chariman, Department of Respiratory Therapy, Medical College of Georgia.

Curriculum

The respiratory therapy curriculum involves a two-year (seven-quarter) course study after completion of the first two years at an accredited college of the student's choice. The course covers the junior and senior years only and leads to a Bachelor of Science Degree with a major in respiratory therapy. Upon successful completion of the curriculum, the graduate is recommended to sit for the National Registration Exams offered by the National Board for Respiratory Therapy.

The respiratory therapy curriculum is designed as a continuum of learning experiences organized to promote the personal and professional growth of the student. The main objective of the program is to prepare the student to function as a clinician. However, the diversity of the profession warrants exposure of the student to education, research methodology and management practices.

The curriculum is divided into three components: the basic sciences, professional didactic concepts and methdology, and practical clinical experiences.

The basic sciences include human anatomy, microbiology, physiology, medical terminology, pharmacology and a study of diseases of the heart and lungs.

The professional course work is a structured study of the principles and practices of respiratory care. The course of study progresses to instruction in advanced techniques used to detect and treat respiratory disorders.

The clinical practicum portion of the curriculum consists of the actual application of the various techniques used for the evaluation and treatment of the patient. The relationship of the therapist to the patient and other health-care workers is also stressed.

During the Fall Quarter of the Senior year, opportunities exist to study the principles of management, education or research. The last quarter of the senior year offers the chance for additional clinical experience in any area in the profession of special interest to the student.

Curriculum

Junior Year		Credit Hours
Fall		
RTH 299	— Medical Terminology	2
RTH 301	— Respiratory Therapy Orientation	7
*PHY 311	— Principles of Human Physiology	5
*ANM 330	— Human Systematic Anatomy	7
		21
Winter		
RTH 300	— Clinical Practicum I	4
RTH 305	— Basic Respiratory Therapy Appliances and Modalities	6
RTH 305L	— Clinical Lab	2
*PHY 312	— Neurophysiology	5
RTH 304	— CPR	2
		19
Spring		
RTH 302	— Clinical Practicum II	4
RTH 310	— Cardiopulmonary Pathophysiology (To include Chest Radiology)	5
*PHM 301	— Undergraduate Pharmacology	5
*MIB 310	— Introductory Microbiology	5
		19
Summer		
RTH 312	— Clinical Presentations	2
RTH 405	— Ventilation, Quantitation, & Clinical Evaluation	3
RTH 407	— Methods of Ventilatory Alteration	4
RTH 410	— Intensive Respiratory Care	4
RTH 409	— Pulmonary Rehabilitation	2
		15
Fall		
RTH 402	— Clinical Practicum III	8
RTH 414	— Respiratory Therapy Pharmacology	1
RTH 417	— Newborn & Pediatric Respiratory Care	4

*See School of Medicine Course Descriptions

HS 410	— Department System Management Techniques	3
AHS 400	— Survey of Education	3
		19

Winter

RTH 404	— Clinical Practicum IV	8
RTH 412	— Pulmonary Functions	3
RTH 424	— Library Research	2
RTH 303	— Independent Study (Optional)	3
Electives	— Education, Manage ment & Research	5
		18-21

Spring

RTH 408	— Special Clinical Rotation	20
RTH 450	— Respiratory Therapy Seminar	2
	Total	22

Academic Standards

Refer to the General Information section of this **Catalog.** The Department of Respiratory Therapy reserves the right to place a student on departmental probation and to deny any student permission to continue enrollment in the Department of Respiratory Therapy if in the opinion of the faculty, the student's knowledge, clinical performance, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a Respiratory Therapist.

Graduation Requirements

The General Information section contains requirements for graduation. The faculty of the Department of Respiratory Therapy makes recommendations for graduation based upon a student's ability to develop those qualities considered essential for the profession. In addition a comprehensive written and oral final exam will be required.

Special Needs

Students who are accepted into the program must be prepared to travel to facilities throughout the southeastern United States to complete the clinical practice requirements in the senior year of study. Some travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

Course Descriptions

Note: Course hours are designated as lecture-lab-credit hours, e.g. (3-2-4 hours)

Interdepartmental Courses

AHS 400. Survey of Education. (3-0-3 hours)
A systematic development of the administration and educational processes necessary for program design. Major focus will be on the following administrative and educational elements: planning, organizing, directing, learning theory, behavioral objectives, and evaluation.

Associated Dental Sciences

B. Pollard, Chairman; A. Beck; J. Brown; J. Catherman; K. Chandler; M. Damon; M. Downey; M. Herbert; N. Mellinger; W. Williams; G. Winkley.

Dental Hygiene

DH 100-300. Pre-Clinical Dental Hygiene (1-10-4 hours)
DH 101-301. Clinical Dental Hygiene (0-9-3 hours)
DH 102-302. Clinical Dental Hygiene (0-9-3 hours)
Prerequisite: Dental Hygiene student
These courses provide the student with the opportunity to gain knowledge and skills in the delivery of patient care for which the dental hygienist is responsible. Emphasis is placed on comprehensive oral disease control. Each quarter offers the student the opportunity for patient involvement in the Dental Hygiene Clinic.

DH 120-320. Tooth Morphology. (2-3-3 hours)
Prerequisite: Dental Hygiene student
A study of growth and development of the human dentition, dental terminology and tooth morphology. Laboratory exercises using drawings and wax-on technique provide training in precision motor skills, introduction to manipulation of certain dental materials and introduction to three-dimensional conceptual perception.

DH 110-310. Introduction to Patient Care. (3-0-3 hours)
DH 111-311. Dental Hygiene Lecture I. (2-0-2 hours)
Prerequisite: Dental Hygiene student
An introduction to the fundamental concepts, principles, and skills essential to rendering comprehensive oral hygiene care. Numbering among the topics for discussion are the medical dental history, oral inspection, aseptic techniques, patient education, and hard and soft deposits. Practical experience in applying the principles and skills learned in these courses is provided in DH 100, 300 as well as DH 101, 301. Throughout, total patient care and prevention are emphasized.

DH 112-312. Dental Hygiene Lecture II. (2-0-2 hours)
Prerequistie: DH 111, 311

Review of the procedures and objectives for providing total patient care. Discussions center upon (1) the problems presented by patients with special needs and (2) the treatment modifications and additional services needed to bring these patients to a state of optimum oral health.

DH 144-344. Introduction to Interpersonal Communication. (1-0-1 hours)

This course provides an orientation to the concepts and principles of interpersonal communication.

DH 145-345. Interpersonal Communication Skills Training. (3-0-3 hours)

An intensive, didactic and experiential course focusing on the dynamics of interpersonal communication. Emphasized is the accurate discrimination between effective and ineffective communication.

DH 146-346. Interpersonal Communication and Behavior Modification. (0-3-1 hours)

An experiential course emphasizing the responding, personalizing and initiating phases of interpersonal communication.

DH 141-341. Dental Health Education. (1-0-1 hours)

Activities focus on elementary school groups to explore methods for effective dental health education. Independent and group projects are completed prior to teaching in the Richmond County public school system. Continuing education table clinics are designed and presented to peer groups.

DH 200-400. Dental Hygiene Clinic III. (0-12-4 hours)
DH 201-401. Dental Hygiene Clinic IV. (0-12-4 hours)
DH 202-402. Dental Hygiene Clinic V. (0-12-4 hours)
Prerequisite: Dental Hygiene student

These courses are continuation of the first year dental hygiene clinic courses. Opportunity is afforded the student to expand both knowledge and technique. The development and practice of skills necessary in the treatment and prevention of oral disease is emphasized.

DH 224. Intramural Clinic. (3-0-1 hours)
Prerequisite: Associate Degree Dental Hygiene student

Students observe and assist School of Dentistry students practicing techniques and skills obtained in DAU 125.

DH 241-441. Introduction to Public Health. (3-0-3 hours)
Prerequisite: Dental Hygiene student

The history, philosophy and organization of public health are presented. The relationship of public health to dentistry is explored. Sociological determinants of public health programs are identified. Epidemiological studies will be reviewed prior to field application. The scope and dental relevance of public health are illustrated by examples of local, state, national and international programs.

DH 242-442. Public Health Field Experience. (2-3-3 hours)
Prerequisite: Dental Hygiene student

Using the techniques of group processes, the student designs, plans, prepares, presents and evaluates dental health education programs for a community and for a selected hospital. Living in a rural community during the week of program presentation is required. The student is advised that additional expenses incurred will be approximately $100.00. The Georgia Department of Human Resources and the United States Veterans Administration cooperates in the provisions of the field experiences.

DH 211-411. Clinical Dental Hygiene Lecture III. (2-0-2 hours)
DH 212-412. Clinical Dental Hygiene Lecture IV. (2-0-2 hours)
DH 213-413. Clinical Dental Hygiene Lecture V. (2-0-2 hours)
Prerequisite: Dental Hygiene Student

These courses are companion courses to second year clinical practicum. Instruction in the removal of sutures and periodontal dressings is provided. Also, instruction for root planing and closed soft tissue curettage is included. Instruction centers on patient management, treatment planning and providing optimum oral health, within the scope of dental hygiene. Practice management, ethics and jurisprudence are also discussed. The student will prepare case studies for presentation.

DH 465. Specialty Practice I. (0-90-3 hours)
DH 466. Specialty Practice II. (0-90-3 hours)
DH 467. Specialty Practice III. (0-150-5 hours)
Prerequisite: Baccalaureate degree Dental Hygiene Student

Students assist, observe, and perform a variety of dental hygiene clinical functions in various dental settings in the School of Dentistry, University Hospital, Fort Gordon, and other designated sites.

Dental Laboratory Technology

DLT 101. Physics and Chemistry of Dental Materials. (5-0-5 hours)

This course covers the physical and chemical properties of dental materials utilized by dental laboratory technologists with special emphasis on terminology applicable to laboratory materials.

DLT 111. Dental Materials Laboratory. (1-6-3 hours)

This course given concurrently with DLT 101 emphasizes manipulation of all dental materials used in the dental laboratory.

DLT 112. Head and Neck Anatomy. (2-0-2 hours)

The anatomy, histology and physiology, of the head and neck with emphasis on structures and functions of the oral cavity.

DLT 113. Inlays, Crown and Bridge. (2-12-6 hours)
Prerequisite: DLT 111 and OCC 101

Instruction in techniques include the proper care of impressions and pouring working casts with removable dies. Fabrication of inlays, crowns and small bridges using gold and acrylic veneers is also included.

DLT 115. Disease and Contamination Preventions. **(1-0-1 hours)**
This course introduces the student to organisms that produce disease and the sterilization and disinfection needed to prevent contamination.

DLT 116. Dental Ceramics. **(2-18-8 hours)**
Prerequisite: DLT 113
A continuation of instruction in crown and bridge fabrication. Basic techniques for porcelain to metal restorations and soldering fixed units will be included.

DLT 121. Dental History, Ethics and Jurisprudence. **(1-0-1 hours)**
Introduces the objectives, responsibilities, opportunities and the quality of conduct and attitude of the dental health team. Emphasis will be given to the dental practice acts.

DLT 213. Removable Partial Dentures. **(2-18-8 hours)**
Prerequisite: DLT 116
This course involved all phases of partial denture construction. Terminology classification and principles of design are included.

DLT 214. Complete Dentures. **(2-18-8 hours)**
Prerequisite: DLT 116 and DLT 213
Introduction to complete denture construction from the preliminary impression to the finished denture.

DLT 215. Orthodontics and Pedodontics. **(1-3-2 hours)**
This course provides instruction in basic orthodonic and pedodontic techniques. Emphasis is placed on wire bending and soldering.

DLT 216. Advanced Laboratory Techniques. **(2-33-13 hours)**
This course is designed to give the student the opportunity to become proficient in at least two speciality areas. Advanced techniques in crown and bridge, ceramics, removable partial dentures and complete dentures will be covered.

DLT 221. Principles of Laboratory Management. **(5-0-5 hours)**
This course includes accounting and management principles necessary in managing a dental laboratory. Techniques in staffing, planning and controlling a dental laboratory are included.

DLT 222. Laboratory Practice. **(0-30-10 hours)**
This course is designed to give the student the opportunity to observe skilled dental technicians performing their craft and put into practice, through application, those skills which he/she has learned in school the previous six quarters.

DLT 225. Dental Technology Seminar. **(1-12-5 hours)**
This course is designed to give the student the opportunity to formally present a report on a dental appliance he has constructed. An oral and written report is required.

Medical Record Administration

S. Davenport, Chairperson; S. Etersque; J. Griffith; B. Harms; A. Schreiber.

MRA 301. Medical Terminology I. **(3-0-3 hours)**
MRA 302. Medical Terminology II. **(3-0-3 hours)**
Prerequisite: Anatomy and Physiology
A study of the language of medicine including word construction, definition, and use of terms related to all areas of medical science, hospital services, and health related fields.

MRA 310. Theory of Medical Record Administration I. **(3-4-5 hours)**
MRA 311. Theory of Medical Record Administration II. **(5-2-6 hours)**
MRA 412. Theory of Medical Record Administration III. **(2-0-2 hours)**
A survey of the history and development of medical records systems; an in-depth study of the principles of securing, analyzing, processing, and using medical data; development of indexes, registers, and hospital statistics; the analysis of medical records to assure accuracy and adequacy of documentation; a study of external regulations and standards as they impact record systems and record content with particular emphasis on the standards of the Joint Commission on Accreditation of Hospitals; a study of quality assurance — its evaluation and mechanisms for implementing its objectives, including the analysis of utilization of hospital services.

MRA 350. Management I.
MRA 351. Management II.
MRA 352. Management III.
A study of the management process and the functions of planning, organizing, staffing, leading, and controlling as related to information management in a health care setting.

MRA 453. Management Lab. **(0-8-4 hours)**
Student projects designed to utilize knowledge and skills from other courses in preparation for MRA 442, Directed Practice IV.

MRA 360. Directed Practice I. **(0-9-3 hours)**
MRA 361. Directed Practice II. **(0-6-2 hours)**
MRA 362. Directed Practice Lab I. **(1-2-2 hours)**
MRA 460. Directed Practice Lab II. **(0-8-4 hours)**
MRA 461. Directed Practice III. **(0-6-2 hours)**
MRA 462. Directed Practice IV. **(0-24-8 hours)**
Supervised learning experiences in classroom laboratories and hospital settings through which the student develops competence in performing medical record functions and uses techniques to analyze procedures and make recommendations which would solve problems and simplify tasks.

MRA 401. Fundamentals of Medical Science I. **(4-0-4 hours)**
MRA 402. Fundamentals of Medical Science II. **(4-0-4 hours)**
Prerequisite: MRA 302 or permission of instructor
An introduction to medical science, including the study of the nature and cause of disease, diagnostic methods, treatment modalities, and management of patients in major clinical specialties.

MRA 422. Legal Concepts for the Health Field. (3-0-3 hours)
A study of the evolution of the law; its administration through the courts; the liability of hospitals and health care professionals; the medical record as evidence; and the management of confidential information from legal and ethical points of view.

MRA 425. Seminar. (3-0-3 hours)
The exploration of current issues in medical record administration.

MRA 431. Research Design and Methodology. (0-6-3 hours)
Using computer oriented techniques, principles of data collection and analysis are practiced in a clinical setting.

MRA 499. Honors Project. (Credit to be arranged)
Independent study, under the direction of a faculty member, on a project of interest to the student. Topic selection may occur at any time; registration for credit takes place in Winter Quarter of the senior year.

Medical Technology

A. Anderson, Chairperson; C. Barnwell; J. Crowley; R. Duvall; B. Edwards; P. Larison; G. Rinker; A. Shaikh; A. Winningham; B. Szymik; W. Smith.

MTC 302. Laboratory Medicine Case Presentation. (1-0-1 hours)
Current patients presented and discussed by students and faculty integrating pathophysiology, biochemistry, microbiology and anatomical abnormalities where applicable.

MTC 303. Laboratory Medicine Case Presentation. (1-0-1 hours)
MTC 304. Laboratory Medicine Case Presentation. (1-0-1 hours)
MTC 305. Laboratory Medicine Case Presentation. (1-0-1 hours)
MTC 307. Introduction to Medical Technology. (1-0-1 hours)
This course is designed to assist the entering student develop a frame of reference to the study of medical technology. Discussions and laboratory visits are designed to provide the student with an overview of the professions in laboratory medicine. History, accreditation, education and training, medical ethics and professionalism are discussed.

MTC 308. Venipuncture Techniques. (1-2-2 hours)
A practical experience in blood drawing in a clinical setting.

MTC 309. Education. (1-0-1 hours)
Basic concepts of theories and techniques.

MTC 348. Medical Mycology. (2-3-3 hours)
Introduction to fungi of medical importance, including isolation, identification, pathogenesis, treatment and safety precautions. To also include the study of more common isolates classified as contaminants in the clinical laboratory.

MTC 349. Medical Parasitology. (2-3-3 hours)
Introduction to techniques for the examination and identification of blood, tissue, and intestinal parasites which infest man. To also include study of the pathogenesis and life cycles, of the major parasites.

MTC 363. Urine and Fluid Analysis. (2-3-3 hours)
Prerequisites: MTC 366 or permission of instructor
A study of the diagnostic value of urine and body fluids other than blood using basic chemical analysis and microscopic examination.

MTC 366. Clinical Chemistry I. (2-6-5 hours)
Didactic and laboratory experience designed to introduce the student to the basic concept of instrumentation, electronics, laboratory mathematics, and quality control.

MTC 368. Statistics Laboratory. (0-3-1 hours)
Application of basic statistics to the clinical laboratory. Covers basic statistics, linear regression, chisquare, quality control and method evaluation.

MTC 375. Basic Immunology. (4-3-5 hours)
The essential concepts of the human immune system. Course content includes the structure and function of the organs and cells that comprise the immune system; humoral and cellular response; inflammatory response; host resistance to viral, fungal, bacterial, tubercule, and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological tests. Lab exercises emphasize the basics of antigen-antibody reactions (i.e. precipitation, aggultination) and their applications to clinical diagnostic testing.

MTC 381. Clinical Hematology I. (4-5-6 hours)
Prerequisites: MTC 366 and CMB 345. In addition, the student must have completed requirements for MTC 375 or be enrolled concurrently. Exceptions are made only upon permission from the instructor.
Blood cell derivation, maturation and function with emphasis on normal blood and bone marrow morphology.Basic principles of hemostasis and blood coagulation. Study and interpretation of basic hematologic procedures utilized in diagnosis and treatment of various blood dyscrasias and hemorrhagic disorders. Practical experience is gained in all basic procedures using both manual and automated techniques.

MTC 394. Directed Individual Study. (TBA)
MTC 395. Directed Individual Study — Blood Bank. (TBA)
MTC 396. Directed Individual Study — Chemistry. (TBA)
MTC 397. Directed Individual Study — Hematology. (TBA)
MTC 398. Directed Individual Study — Microbiology. (TBA)
MTC 399. Directed Individual Study — Instumentation. (TBA)

MTC 440. Clinical Chemistry II. (5-0-5 hours)
Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor
Didactic experience designed to integrate analytical chemistry, biochemistry, mathematics and instrumentation into the practice of clinical chemistry by the medical technologist. Study will include the application of clinical chemistry to the diagnosis and treatment of diseases.

MTC 441. Clinical Chemistry Laboratory. (0-8-4 hours)
Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor

Clinical chemistry laboratory exercise designed for the proper and independent use of laboratory instruments and procedures by the student. Also emphasis is given in this course on the proper use of quality control, trouble shooting, and interpretation of laboratory test results.

MTC 442. Clinical Practicum Chemistry. (5-30-10 hours)
Prerequisites: MTC 440 and 441, or permission of instructor

In depth clinical experience and practical application of diagnostic techniques in hospital clinical chemistry laboratory.

MTC 448. Diagnostic Microbiology. (5-9-9 hours)
Prerequisites: CMB 311, MTC 370, 371, or permission of instructor

Distribution and nature of pathogenic microorganisms; mechanism of transmission, pathogenesis; principles of communicable diseases and disease control; diagnostic methods of isolation and identification and antibiotic susceptibility testing. Theoretical and practical knowledge presented so that students work with materials and problems related to diagnostic microbiology.

MTC 449. Clinical Practicum Diagnostic Microbiology. (5-30-10 hours)
Prerequisites: MTC 348, 349, 448 or permission of instructor

Practical application of diagnostic techniques in the hospital microbiology laboratory. Includes serology, mycology, parasitology, and general microbiology.

MTC 460. Advanced Instrumentation. (3-8-7 hours)
Prerequisite: MTC 366, 367, and CMB 345 or permission of instructor

Instrument principles and functions discussed and applied in depth. The greatest emphasis will be placed on automation in clinical chemistry.

MTC 472. Immunohematology Related to Transfusion Service. (5-8-9 hours)
Prerequisite: MTC 375, or permission of instructor

Introduction to basic immunological concepts of blood banking. Course content includes blood bank organizations and regulations; the history of blood groups in man; genetic inheritance; red cell antigens, membrane, and antibodies and their importance in transfusion; HLA antigen and antibodies; blood components (i.e. platelets, cyroprecipitate) preparation and therapeutic use; transfusion reactions; donor selection. Lab section includes quality control of reagents and equipment; techniques used to identify blood groups and red cell antibodies; compatibility testing for transfusion of a unit of blood or component; manual and new automatic procedures; techniques in resolving incompatible tests; prenatal blood bank tests; special techniques such as antibody titering.

MTC 473. Clinical Practicum Blood Bank. (5-30-10 hours)
Prerequisite: MTC 472

An in-depth clinical experience and practical application of blood banking theory which includes donor selection, collection, and processing; preparation and use of blood components; compatibility testing; paternity testing; prenatal workup; quality control; rules and regulations of blood bank; and special techniques such as plasmapheresis and frozen blood.

MTC 474. Diagnostic Immunology. (2-4-4 hours)
Prerequisite: MTC 375 or permission of instructor

Comprehensive methodology in theoretical principles for diagnostic immunology.

MTC 481. Clinical Hematology II. (5-8-9 hours)
Prerequisite: MTC 381 or permission of instructor

An in-depth study of qualitative and quantitative changes in peripheral blood and bone marrow cells found in pathologic disorders. Correlation of hematologic tests with other clinical findings in the diagnosis or various blood dyscrasias. Practical experience is gained in cytochemical study of blood cells, tests utilized in the differential diagnosis of hemorrhagic disorders, hemoglobinopathies, and the study of abnormal peripheral blood and bone marrow films. Study and interpretation of case history studies. Students participate in Laboratory Medicine Case Presentation.

MTC 482. Clinical Practicum Hematology. (5-30-10 hours)
Prerequisite: MTC 481 or permission of instructor

Practical application and techniques in hematology.

MTC 491. Management. (2-0-2 hours)

Basic concepts of management theories and application. Emphasis is placed on management functions related to the clinical laboratory.

MTC 493. Seminar in Medical Technology. (1-0-1 hours)

MTC 494. Directed Individual Study. (TBA)

MTC. 495. Directed Individual Study — Blood Bank. (TBA)

MTC 496. Directed Individual Study — Chemistry. (TBA)

MTC 497. Directed Individual Study — Hematology. (TBA)

MTC 498. Directed Individual Study — Microbiology. (TBA)

MTC. 499. Directed Individual Study — Instrumentation. (TBA))

Occupational Therapy

N. Prendergast, Chairperson; V. Allen; K. Bradley; C. Enderbrock; K. Engle; A. Evans; D. Fowler; M. Mitcham; C. Morin; N. Moulin.

OTH 300. Foundations of Occupational Therapy. (3-6-5 hours)
(Summer, Fall)
An introduction to the profession of occupational therapy. A frame of reference for practice is developed utilizing historical and current trends in the field. Introduction to terminology, and current health and social issues. Experiential group process activities and preclinical experiences are included.

OTH 301. Human Development. (4-2-5 hours)
(Summer, Winter)
Major concepts of sensory-motor, cognitive and psycho-social development are discussed. Environmental and cultural influences are explored. Emphasis is on role acquisition, life tasks and adaptive processes. Field experiences include visits in the community, observations, and interviews.

OTH 302. Basic Principles of Occupational Therapy. (2-3-3 hours)
(Winter, Spring)
Prerequisites: OTH 300, ANM 330, PHY 311
Basic principles of occupational therapy assessment with introduction to criterion and normative-referenced testing and measurement. Includes application to program planning with selected clients; documentation, confidentiality, audit procedures and fieldwork experiences.

OTH 303. Activities of Childhood and Adolescence. (1-6-4 hours)
(Summer, Spring)
Prerequisite or concurrent with: OTH 301
Laboratory course emphasizing the major activities of childhood and adolesence. Emphasis will be on skill development, instructional methods, and analysis of activities in terms of human performance components.

OTH 305. Activities of Adulthood. (1-6-4 hours)
(Summer, Spring)
Prerequisites or concurrent with: OTH 301 and 332, ANM 330, PHY 311
Laboratory course emphasizing the major activities of adulthood. Emphasis will be on skill development, instructional methods, and analysis of the activities in terms of human performance components.

OTH 310. Introduction to Dysfunction. (2-3-3 hours)
(Summer, Winter)
Prerequisite or concurrent: OTH 300
The study of problem identification, analysis, categorization of health problems and terminology. Emphasis is placed on deficits, delays, deprivation and stress as causes of performance problems.

OTH 312. Concepts of Dysfunction. (4-3-5 hours)
(Winter, Spring)
Prerequisites: OTH 310, ANM 330.
Discussion of selected health problems in terms of incidence, prognosis and implications for function. Topics include developmental disabilities, physical dysfunction, and psycho-social dysfunction.

OTH 332. Kinesiology. (2-6-5 hours)
(Fall, Spring)
Prerequisites or concurrent with: OTH 301, ANM 330
The study of mechanics as applied to the human body utilizing a developmental approach. Emphasis is on the process of analyzing movement through laboratory practice experiences.

OTH 400. Occupational Therapy Applied to Psycho-Social Dysfunction. (4-6-6 hours)
(Summer, Fall, Winter, Spring)
Prerequisite: Senior standing
Application of occupational therapy principles to clients for the prevention or remediation of psychosocial dysfunction or maintenance of mental health. Methods and approaches are designed for community, acute or chronic settings. Application is made to those psychological problems that may result from physical dysfunction. Field work experiences are included.

OTH 401. Psycho-Social Field Work Experiences. (0-40-12 hours)
(Summer, Fall, Winter, Spring)
Prerequisite: OTH 400
Full-time field work experience with emphasis on the evaluation and management of clients with psychosocial deficits and/or dysfunction.

OTH 405. Occupational Therapy Applied to Developmental Disabilities. (3-6-5 hours)
(Summer, Spring)
Prerequisite: Senior standing
Application of occupational therapy principles to clients with disabilities resulting from any disease (congenital, acute, progressive or chronic), condition or deprivation which interrupts or delays the sequence and rate of normal growth, development and maturation. Emphasis is placed on assessment and specific treatment approaches and methods. Field work experiences are included.

OTH 410. Occupational Therapy Applied to Physical Dysfunction. (4-6-6 hours)
(Summer, Fall, Winter, Spring)
Prerequisite: Senior standing
Application of occupational therapy principles to clients throughout the life span who have physical deficit, delay, deprivation or stress. Emphasis is placed on assessment and specific treatment approaches and methods. Field work experiences are included.

OTH 411. Physical Dysfunction Field Work Experiences. (0-40-12 hours)
(Summer, Fall, Winter, Spring)
Prerequisite: OTH 410
Full-time field work experience with emphasis on the evaluation and management of clients with physical deficits and/or dysfunction.

OTH 415. Consulting and Advocacy Principles for Occupational Therapy. (2-0-2 hours)
(Summer, Spring)
Prerequisite: Senior standing
Emphasis is on the concepts, processes and procedures of consulting and advocacy. Examples include occupational therapists' roles as direct and indirect service providers in community agencies, institutions, government agencies and self-help organizations.

OTH 416. Occupational Therapy in Public Health (1-3-2 hours)
(Fall, Winter)
Prerequisite: Senior standing
Overview of public health systems and the role of occupational therapy in these systems. May include field experience in public health departments, health system agencies, and/or home health programs.

OTH 417. Occupational Therapy in Gerontology. (1-3-2 hours)
(Fall, Winter)
Prerequisite: Senior standing
The role of occupational therapy in the field of gerontology. May include field experience with senior citizens in apartment complexes, nursing homes, and community groups.

OTH 418. Occupational Therapy in the School Systems. (1-3-2 hours)
(Fall, Winter)
Prerequisite: Senior standing
Overview of school systems and the roles of occupational therapists in these settings. Includes field experiences.

OTH 419. Occupational Therapy in Community Agencies. (1-3-2 hours)
(Fall, Winter)
Prerequisite: Senior standing
The role of occupational therapy in community agencies. May include field experience in community mental health centers, day care and training centers, and/or local self-help organizations.

OTH 420. Occupational Therapy in a Specialized Setting. (1-3-2 hours)
(Fall, Winter)
Prerequisite: Senior standing and permission of instructor
Independent study applying occupational therapy concepts to a specialized setting.

OTH 425. Learning Theories. (2-0-2 hours)
(Fall, Winter)
Prerequisite: Senior standing
Theories and concepts of learning are explored for use in occupational therapy programs, inservice, and continuing education.

OTH 430. Special Problems. (2-0-2 hours)
(Summer, Spring)
Prerequisite: OTH 401, OTH 411
The study of contemporary professional problems and issues. Students are involved in the selection and development of topics and activities.

OTH 440. Independent Study. (0-3-3 hours)
(Summer, Spring)
Prerequisites: OTH 401, OTH 411, OTH 455, and permission of instructor
An individual research project dealing with an area of interest to the student.

OTH 450. Specialized Field Work Experience. (0-40-8 hours)
(Summer, Spring)
Prerequisites: OTH 401, OTH 411 and permission of instructor
Full time field work experience in an area of the student's choice.

OTH 455. Research Design and Methodology. (3-0-3 hours)
(Fall, Winter)
Prerequisite: Permission of instructor.

Physical Therapy

B. May, Chairperson; B. Buley; R. DeFazio; K. Grube; C. Henry; S. Irwin; C. Koshman; J. Newman; J. Perry.

Prerequisite for all PTA courses: Physical Thearapist Assistant Student
Prerequisites for all PTH courses: Physical Therapist Student

PTA 201. Functional Anatomy (4-4-6 hours)
This course will combine the basic subject matter found in human anatomy and kinesiology. Anatomy will have a major emphasis on the musculoskeletal systems, but all systems will be covered. Kinesiology will concentrate on trunk and extremities with an introduction to biomechanics and gait.

PTA 202. Human Physiology (4-4-6 hours)
This course is designed to study the concepts of basic physiology of all body systems. The emphasis will be placed on the neuro-muscular and cardio-respiratory systems.

PTA 203. Health Care Environment (1-1-3 hours)
An introduction to health care and the health care system designed to assist the entering student in developing a frame of reference for the study of physical therapy. Includes medical terminology, basic communications, the health care environment, ethics and medical-legal aspects of physical therapy.

PTA 220. Topics in Physical Therapy I. (7-14-14 hours)
PTA 221. Topics in Physical Therapy II. (5-10-10 hours)
PTA 222. Topics in Physical Therapy III. (5-14-12 hours)
The development of the student's ability to perform a physical therapy treatment is approached through the study of the physiological and psychological factors contributing to the patient's status. Physical therapy activities are presented sequentially in relation to pathological processes and the patient's total needs. Classroom and laboratory activities are designed to provide the student the opportunity to attain the skills of a physical therapist assistant.
An introduction to research methodology and experimental design.

PTA 245. Clinical Seminar. (0-2-1 hours)
This course is designed to provide opportunities for students to develop skills and attitudes necessary for establishing and maintaining therapeutic relationships with patients, and to continue to develop the communication skills necessary to become effective members of the health care team. It is held in conjunction with PTA 240, Clinical Practicum I.

PTA 230. Interpersonal Communications. (0-4-2 hours)
This course is designed to assist the student to develop interpersonal communication skills and to serve as a continuation of the principles and techniques used in the helping process.

PTA 231. The Health Care System. (3-0-3 hours)
The exploration of the health care system and the delivery physical therapy services. Topics included are health care providers, community agencies, methods of health care delivery management theories and the role and responsibilities of the physical therapist assistant within the physical therapy department, other hospital services, and other health care agencies.

PTA 240. Clinical Practicum I. (0-4-1 hours) (Part-time)
PTA 241. Clinical Practicum II. (0-32-4 hours) (Full-time)
PTA 242. Clinical Practicum III. (0-40-5 hours) (Full-time)
Clinical experiences in a variety of health care facilities are provided. Part-time experiences are provided in facilities near the Medical College campus. Full-time experiences are structured to provide clinical experiences directly related to the academic curriculum and are provided in facilities throughout the United States, with a focus in the Southeastern states.

PTH 300, 301. Dynamics of Human Function I, II. (5-4-7 hours)
The study of kinesiology, biomechanics, growth and development, normal gait, and patterns of human motion. Classroom and laboratory experiences are closely integrated with anatomy and physiology.

PTH 303. Health Care Environment. (1-4-3 hours)
An introduction to health care and the health care system designed to assist the entering student in developing a frame of reference for the study of physical therapy. Includes medical terminology, basic communications, the health care environment, ethics and medical-legal aspects of physical therapy.

PTH 320. Clinical Experience I. (0-4-1 hours)
Clinical experiences in a variety of health care facilities are provided in facilities near the Medical College campus. These are provided one time per week during the winter quarter of the junior year.

PTH 310. Concepts of Dysfunction I. (8-14-15 hours)
The study of all relevant pathological, medical and therapeutic concepts related to the practice of physical therapy. Included are physical therapy techniques and procedures, evaluative processes and development of treatment programs in relation to dysfunction. Classroom and laboratory experiences spiraling from the simple to the complex are utilized to help the student develop the necessary skills in physical therapy. Experiences related to the psychological, philosophical, economics, social and vocational aspects of illness and disability are included in appropriate areas. Seminar, independent study and other active learning techniques are utilized throughout the sequence. Concepts are cumulative and continued growth is dependent on mastery and utilization of previous knowledge.

PTH 321. Clinical Experience II. (0-8-1 hours)
Clinical experiences are provided in health care facilities near the Medical College campus. These are provided in a one week block of time during the Spring quarter of the junior year.

PTH 340. Interpersonal Communications. (0-4-2 hours)
The course is designed to assist the student to develop interpersonal communications skills and to serve as continuation of the principles and techniques used in the helping process.

PTH 410. Concepts of Dysfunction II. (8-14-15 hours)
PTH 411. Concepts of Dysfunction III. (8-12-14 hours)
PTH 412. Concepts of Dysfunction IV. (10-2-11 hours)
PTH 413. Concepts of Dysfunction V. (1-4-3 hours)
Prerequisite: Physical Therapy student
See Description in PTH 310.

PTH 420. Clinical Experience III. (0-32-4 hours) (Full-time)
The student will work in health care facilities in the Southeastern region of the United States. The experiences are structured to provide clinical experiences directly related to the academic curriculum.

PTH 421. Clinical Experience IV. (0-48-6 hours)
PTH 422. Clinical Experience V. (0-48-6 hours)
Six weeks of full-time clinical experiences provided in a wide variety of health care facilities. The experiences are designed to provide the student with the opportunity to develop competence in treating a variety of patients.

PTH 430. Research Methodology. (4-4-6 hours)
Prerequisite: Physical Therapy student or permission of the instructor
An introduction to interpreting and evaluating research, literature, basic statistics and statistical reasoning, and to the scientific method.

PTH 431. Health Care Issues. (3-4-5 hours)
The exploration of current issues and trends in health care at the state and national levels and their effects on the delivery of physical therapy services. Topics to be studies include methods of health care delivery, national health insurance, health maintenance organizations, professional peer review, and other relevant issues.

PTH 432. Designs for Administration. (2-8-6 hours)
Theories and application of administrative activities including personnel relations, budgeting, planning, organizing and operating a physical therapy department.

PTH 434. Learning Processes. (2-6-5 hours)
Introduction to learning theory with application to physical therapy and special emphasis on in-service and continuing education.

PTH 440. Senior Project. (0-10-5 hours)
Each student will plan and implement a project which uses the scientific method to answer a question. A variety of methodology may be used.

PTH 442. Independent Study. (2-5 hours)
Time and credit for independent study is given to each student during the senior year. The purpose is to provide the student with the opportunity to study some aspect of physical therapy and health care in depth. These experiences are designed by the student with guidance from appropriate members of the faculty. All students must participate in some aspects of independent study prior to graduation.

Physician's Assistants

J. Smith, Chairperson; J. Estep; C. Hamilton; C. Kelly; G. Lafitte; C. Lee.

PAD 308. Physical Diagnosis. (3-4-5 hours)
This course was designed to develop student skills in performing physical exams and taking medical histories. The student is taught to use the basic hand instruments utilized in performing physical examinations and introduced to the various formats used in taking medical histories. During this course normal findings are emphasized.

PAD 316. Topics in Human Behavior. (2-0-2 hours)
This course was designed to introduce the student to sociological problems commonly seen in a general medical practice setting. Communication skills, human sexuality, and marital relations, special needs of children, drug and alcohol abuse, and the economically/socially disadvantaged patient are discussed. Emphasis is on gaining clinical competence in treating "the whole patient".

PAD 328. Clinical Medicine I. (4-4-6 hours)
This course was designed to introduce the students to some of the basic principles of clinical medicine prior to the students clinical training. Utilizing lectures, audio visual aids, patient records, and self-instructional materials; the student will acquire an understanding of the pathophysiology of physical and mental disease processes. The relationship between symptoms, objective findings, and laboratory tests will be emphasized.

PAD 329. Clinical Medicine II. (4-4-6 hours)
Continuation of PAD 328.

PAD 335. Introduction to Minor Surgery Procedures. (1-4-3 hours)
This is an introduction to Emergency Room patient care. The students spend twelve hours in the laboratory performing procedures on dogs that they will later be expected to assist with or perform on patients. The following areas are to be covered; demonstration of intravenous anesthesia; preparation of surgical sites; skin incision and suture; venipuncture; tracheal intubation; local anesthesia; infiltration and epidural; suture removal; cut-down; hemostasis; necropsy of the dog to demonstrate fresh tissue and preparation of tissue for histopathology.

PAD 340. Growth and Development. (4-0-4 hours)
This is an introductory course in human growth and development. Physical, mental and personality development from conception through old age will be considered. This will be accomplished by means of student seminars. The remainder of the course will consist of guest seminar discussions covering a variety of topics concerning human development.

PAD 403. Family Practice. (5-15-12 hours)
This rotation was designed to expose the student to the primary care problems encountered in a family practice residency training program located in a large military hospital. In addition the students will encounter a variety of clinical situations as they accompany their assigned resident in the various wards and clinics of the hospital.

PAD 404. Internal Medicine. (5-15-12 hours)
To educate the student in the evaluation and management of the patients with common medical disorders through didactic and clinical instruction.

PAD 405. Pediatrics. (5-15-12 hours)
To educate the student in the health care of the pediatric patient from birth through adolescence by means of didactic and clinical instruction.

PAD 406. Ob-Gyn. (5-15-12 hours)
The Ob-Gyn clinical rotation was designed to provide the student with experiences in prenatal and postnatal care; therapeutic procedures specifically related to gynecological and obstetrical problems; the normal course of pregnancy, labor and delivery as well as complications; and in general expose the student to a wide range of gynecological and obstetrical problems.

PAD 407. Mental Health. (2-21-9 hours)
This clinical rotation provides the student exposure to a variety of problems in mental health and permits the student to acquire an understanding of how to make dispositions of these problems.

PAD 409. Clinical Laboratory. (1-6-4 hours)
The Clinical Laboratory rotation was designed to provide the student with enough laboratory experience to permit them to perform the routine laboratory procedures commonly performed in a clinical office setting.

PAD 418. Surgery.
This six week rotation is designed to enhance the student's understanding in pre- and post-operative patient management through clinical, didactic, and operating room exposure.

PAD 420. Emergency Room. (2-21-9 hours)
This rotation was designed to expose the student to the emergency and routine medical procedures performed in a typical hospital emergency room. They will prepare the data base on the patient, observe, discuss with the physician, and whenever possible, assist the physician in the performance of these procedures. They will assist the physician in performing routine follow-up care and will be expected to be present at those times when the patient load is greatest.

PAD 402. (5-35-20 hours)
This preceptorship is required of all students. During the summer quarter (the last quarter of the program), the student will work with a physician in an office practice setting as opposed to an institutional setting. The clinical setting may be in family practice, pediatrics, internal medicine or general surgery. Electives may not be substituted for the preceptorship.

PADE Electives. **(Variable credit)**
The following electives are offered at MCG and affiliates or at other facilities/clinics under the supervision of a physician certified in that particular specialty, with the approval of the Departmental Chairman. These electives may provide additional or initial exposure to the clinical specialities.

Course No.	Electives
PADE 401	Pediatrics
PADE 402	Cardiology
PADE 403	Coronary Care Course
PADE 404	Infectious Diseases
PADE 405	Family Practice
PADE 406	Surgery
PADE 407	Hematology
PADE 408	Pathology
PADE 409	Emergency Room
PADE 410	Neurology
PADE 411	Hypertension
PADE 412	Orthopedics
PADE 413	ENT
PADE 414	Mental Health
PADE 415	Pediatric Cardiology
PADE 416	Ob-Gyn
PADE 417	Thoracic Surgery
PADE 418	Immediate Care
PADE 419	Internal Medicine
PADE 420	Gastroentenology
PADE 421	Radiology
PADE 422	Gyn-Gu Pathology
PADE 423	Surgical Orthopedics
PADE 424	Neonatology
PADE 425	Pediatric Neurology
PADE 426	Ob-Gyn (Columbia, SC)
PADE 427	Death and Dying
PADE 428	Human Sexuality-Practical
PADE 429	Otolaryngology
PADE 430	Dermatology
PADE 431	Administration
PADE 432	Urology
PADE 433	Allergy
PADE 434	Geriatrics
PADE 435	Family Planning
PADE 436	Lab Medicine
PADE 437	Pulmonary
PADE 439	Hansen's Disease
PADE 440	Podiatry
PADE 441	Human Sexuality-Clinical
PADE 442	Pediatric Neonatology
PADE 443	Gyn Elective

Radiologic Technologies

S. Gregory, Chairman; W. Hibbard; R. Lam; N. Lavin; K. Study; S. Wilkerson.

NMT 144, 241, 242, 243, 244. Clinical Practicum. **(Variable Credit)**
The student is assigned clinical practicum on the quarter basis in the teaching hospital or one of the affiliate institutions. The student works with the clinical instructor or a designated technologist who instructs him in the performance of the procedures done in that particular clinic.

NMT 201. Seminar in NMT. **(2-0-2 hours)**
A review of nuclear medicine literature is made through research, discussion, and student or guest presentations.

NMT 211, 212. In Vivo Nuclear Medicine Technology I & II. **(5-0-5 hours)**
The two-course sequence begins with an overview of anatomy and positioning, radiation safety and radiopharmaceuticals. A discussion of the rationale, procedure, and technical aspects of in vivo studies is presented. Laboratory exercises and case studies are an integral part of the course.

NMT 213. In Vitro Nuclear Medicine Technology. **(3-2-4 hours)**
Routine procedures of the radiochemical laboratory, particularly in vitro studies, are presented in lecture and laboratory sessions.

NMT 421. Organ Imaging in Nuclear Medicine. **(3-0-3 hours)**
The relationship between the patient image and final diagnosis will be presented, with special emphasis on improvement of technical quality of the image. Various aspects of anatomy, physiology, and pathology will be reviewed relative to the diagnostic process.

NMT 422. Special Topics in Nuclear Medicine Technology. **(Variable-2-5 hours)**
Students will be assigned study and research topics according to their special interests. A suitable research paper or report will be a requirement of the course.

NMT 423. Radiochemistry. **(3-4-5 hours)**
Radioassay and radiopharmacy chemistries are presented through lectures and practical exercises. Various assay techniques and the rationales for the development of assay systems are studied. Chemical and biological aspects of radiopharmaceutical production is discussed. Federal regulations for radiopharmaceutical development are reviewed and quality control is emphasized throughout the course. A significant portion of the learning process is centered in the laboratory.

NMT 441, 442, 443. Clinical Practicum. **(0-Variable-3 hours)**
Students are assigned clinical practicum in routine and special function areas. The student works under the supervision of the clinical instructor who is responsible for the quality of performance of the student. Special clinical assignments may be made at the discretion of the clinical supervisor or the clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries, routine nuclear medicine, CT and ultrasound.

PCS 221. Computers in Radiologic Sciences. **(2-1-2 hours)**
An introduction to the fundamentals of computer operation, computer terminology, hardware and software, flowcharting and introductory basic language is presented. Programming for specific applicable problems in radiologic sciences are introduced.

PCS 231. Introduction to Radiation Physics. (4-0-4 hours)
An introduction to the concept of energy and its application to the atom and nucleus is presented. Radioactive decay, common radiation units, radiation detection, and the interaction of radiation with matter are stressed.

PCS 232. Physics of Nuclear Medicine. (3-4-5 hours)
The theory of operation of nuclear medical laboratory instrumentation is presented in lectures which are coordinated with weekly experiments in directed laboratory sessions. Major emphasis is placed on quality control of nuclear instrumentation.

PCS 435. Medical Physics & Instrumentation. (4-2-5 hours)
A review and in-depth presentation: matter, energy and radiation; principles of x-rays and radioactivity; interactions of X and gamma rays; radiation protection to include federal regulations; and laboratory to include experiences using the various radiation detection instrumentation.

PCS 436. Advanced Physics of Radiologic Technology. (4-2-5 hours)
The physical and technical aspects of image formation to include characteristics of diagnostic x-ray machines, recording systems and media, x-ray spectrum, and information limits and losses. An in-depth survey of modern x-ray equipment performance to include the total radiographic system, modern x-ray tubes and generators, image intensifiers and related systems, angiographic injectors and serial film changers, x-ray film and film processing, intensifying and fluoroscopic screens and writing performance and specifications. Design of x-ray installations, procedures of radiation protection surveys and inspections.

PCS 437. Advanced Physics for NMT. (4-2-5 hours)
A study of the physical and chemical aspects of pro duction properties and standardization of radionuclides and radiopharmaceuticals, to include cyclotron production of short lived isotopes. A detailed study of nuclear medicine instrumentation, performance and ordering specifications, and quality control. Computer techniques, theory analysis and image processing. Future trends in nuclear medicine instrumentation.

PCS 443. Quality Control in Radiography. (2-2-3 hours)
An introduction to the philosophy and basic principles of quality assurance/control in radiography is presented. Factors influencing image quality, the influence of these factors on radiographs, explanation of instruments used in a quality control program, as well as collection and interpretation of statistical data are included. Practical application of the material is presented through laboratory sessions.

RSC 111. Introduction to Radiologic Professions. (2-4-2 hours)
An overview of the history of radiology, radiology services, and radiologic professions is presented. The student is introduced to both didactic and clinical education which includes the fundamentals of department operations, equipment and materials, patient handling, patient care, and medical terminology. In addition,considerations of acceptable performance as a novice practicing clinician are presented.

RSC 113. Psychology of the Ill. (2-0-2 hours)
An introduction to the psychosocial aspect of health care is presented which includes the following: perspectives of the technologist; problems, privileges, incentives and interactions of the patient; determinations of effective interaction; technologist-patient relationships; the aging process; and death and dying.

RSC 202. Diagnostic Imaging and Therapeutic Modalities. (2-0-2 hours)
This is a comprehensive course which presents a basic overview of nuclear medicine, radiography, ultrasound, computed tomography, and radiation therapy to sophomore radiologic technologies students. A correlative approach is utilized to introduce these adjunct imaging and therapeutic modalities. Content areas included for each module are terminology, instrumentation, operational principles, clinical applications, and benefits.

RSC 233. Radiation Health. (2-2-3 hours)
Regulations, principles, and practices of radiation protection are presented, and information particular to each specialty will complement the general presentations. The medical aspects of radiobiology are presented to include cellular, systemic, and total body responses; and somatic and genetic effects of radiation.

RSC 401. Survey of Computed Tomography and Ultrasonography. (3-0-3 hours)
A course designed to provide senior radiologic technologies students with a basic understanding of the fundamentals of computed tomography and ultrasonography. Emphasis will be placed upon the cross-sectional anatomy of the head and body trunk as illustrated by these imaging modalities. Students should be able to use the material presented as a foundation for further study in ultrasound or computed tomography, if so desired.

RSC 410. Patient Care. (3-0-3 hours)
Patient observation and monitoring skills are presented; as well as selected patient crises/emergency situations to include appropriate intervention skills such as cardiopulmonary resuscitation. Advanced life support instrumentation and techniques are presented in order that technologists may assist with patient resuscitation efforts. Methods of proper administration and/or maintenance of intravenous lifeline, oxygen therapy, suction therapy, cardiac monitors and defibrillators are presented. General anesthesia, selected types of drug therapy, and patient records are also topics of study.

RSC 421. Pathology. (3-0-3 hours)
An introduction to the normal and abnormal development, growth, and structure of human cells and the study of pathological conditions associated with benign and malignant tumors are presented.

RSE 412. Clinical Instruction & Assessment. (1-6-3 hours)
This course, conducted primarily in a clinical setting, will examine a systematic approach to clinical instruction and assessment for teaching and managing the clinical education of students. Special emphasis will focus on the process of designing and using objective evaluative instruments for measuring clinical performance.

RSE 430. Audiovisual Methods and Materials. (3-0-3 hours)
The course presents the student with the theory, application, design, and use of audiovisuals in the classroom. Each student will design and produce an individualized learning package using audiovisuals on a content area in their discipline.

RSE 431. Teaching Methods. (0-6-3 hours)
The course is designed to provide the student with the means to teach and practice component skills of teaching. It focuses on the discrete skills of teaching as developed by the "Micro-teaching Laboratory of Stanford University." The course is conducted primarily in a laboratory setting using videotape playback for critique and skill mastery.

RSE 432. Curriculum Development. (3-0-3 hours)
Introduction to the systems approach to teaching and curriculum development. The course presents techniques of developing, planning, organizing and administration of a curriculum in an allied health program. Professional and institutional requirements and guidelines will be presented.

RSE 443. Teaching Preceptorship. (0-Variable-3 hours)
Students are assigned to an accredited program in their discipline for practical application of their teaching skills. It provides a real experience for an organized exposure to a broad spectrum of teaching situations.

RSM 431. Departmental Design. (3-0-3 hours)
The principles and concepts involving the design of a radiology department are presented. Each student will participate in a group project that culminates in an entire department design given certain parameters and specifications.

RSM 432. Management of the Radiology Department. (3-0-3 hours)
Application to the principles of business administration and personnel management to the radiology department. To include the study of budgeting and financing, personnel supervision, patient scheduling, quality controls, data and record storage and retrieval, etc. Presentation of the intra and extra-institutional forces on the management of a radiology department.

RSM 443. Management Preceptorship. (0-Variable-3 hours)
Students are assigned to an administrative position in a hospital or department or radiology or nuclear medicine for practical application of administrative skills. Cooperative planning by supervising administrators and faculty from the department of radiologic technologies provide organized exposure to a broad spectrum of work situations.

RTR 111. Radiographic Procedures I. (4-2-5 hours)
This is the first of a three course sequence in radiographic positioning and routine imaging procedures. The student will be presented the following topics: pertinent anatomical and positioning terminology; topographic anatomy for positioning; skeletal and body trunk projections; positioning criteria and tasks for projections of the chest and abdomen; and anatomy and pathology of the digestive and urinary system as they relate to diagnostic radiologic imaging. Laboratory sessions will provide the student with individualized experience and practice in radiographic imagining tasks of the skeletal system and the body trunk. Performance evaluation of examinations on the body trunk will be performed for the clinical practicum courses that are correlated closely with the didactic and laboratory units of these courses.

RTR 112. Radiographic Procedures II. (3-2-4 hours)
A continuation of the methods and techniques for imaging the body is presented, concentrating on radiographic projections of the skull and face, as well as the routine contrast media examinations of the body organs and systems.

RTR 121. Radiographic Technique I. (3-0-3 hours)
The photographic principles of radiologic technology, including films, film holders, and film processing will be covered. Radiographic devices that affect and control the photographic properties of radiographs will be discussed.

RTR 131. Radiologic Science I. (2-0-2 hours)
This is the first in a series of three radiological science courses offered to the associate degree student in radiography. The fundamentals of mechanics, atomic and nuclear structure, electrostatics and electrodynamics, electromagnetism, waves and particles, and interactions of x-rays with matter are presented.

RTR 141, 142, 143, 241, 242, 243, 244, Clinical Practicum. (Variable Credit)
The student performs and demonstrates clinically the knowledge gained in corresponding courses of curriculum. An opportunity for performing as a practicing radiographer is provided.

RTR 212. Radiographic Procedures III. (3-1-3 hours)
Advanced, specialized imaging procedures of the body system and organs are presented, with an emphasis on familiarization with procedural purpose, methodology, patient handling, and resultant film products for each of the examinations investigated.

RTR 221. Radiographic Technique II. (3-1-4 hours)
A basic knowledge of specialized adjunct equipment; and advanced theory of radiation photography in cluding emphasis on the qualitative and quantitative aspects are included. Practical application of the material is presented through laboratory sessions.

RTR 231. Radiologic Science II. (3-5-3 hours)
This is the third in a series of radiological science courses, and it deals with the individual components and principles of operation of diagnostic radiographic equipment. Discussion of equipment, preventive maintenance, and test equipment will also be presented.

RTR 251, 252. Seminar. (2-0-2 hours)
A comprehensive overview of the didactic and clinical program topics is presented as they relate to performance skills and problem solving. Frequent evaluations are used to diagnose areas of deficiency for each student in order to raise these areas to optimal levels of competency.

RTR 411. Special Procedures. (2-0-2 hours)
An analysis of advanced imaging procedures is presented, particularly investigative contract media studies of body systems and organs. Emphasis is placed on patient, procedure, and materials management to prepare students for expanded roles as radiographic imaging specialists.

RTR 421. Organ Imaging in Radiology. (3-0-3 hours)
Presentations for the radiological diagnostic investigative process and a comprehensive study of the radiological anatomy and pathology of the chest, cardiovascular, skeletal, gastrointestinal, genitourinary systems, and the brain.

RTR 422. Special Topics in Radiology. (2-0-2 hours)
Review of the current literature in radiography, to include data on recent technical advances in practice, current and future trends. Student presentation and discussion emphasized.

RTR 441, 442, 443. Clinical Practicums. (0-Variable-3 hours)
Elective clinical rotations in areas such as CT scanning, tomography ultrasound, cardiovascular, abdominal and neuro angiography, quality control, etc.

RTT 144, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
The student is assigned clinical experiences on a quarterly basis at the Georgia Radiation Therapy Center in Augusta. The students work with the clinical personnel in a team approach to radiation therapy treatment and planning.

RTT 201, 202. Radiatiation Therapy I & II. (3-2-4; 3-3-5 hours)
The following topics are presented: administrative structure; facilities; professional relationships; behavior and ethics; attitudes toward patient confidential information; care of equipment; tour of departments and presentation of schedules and duties; patient care; nursing procedures and maintenance of records; purposes of radiotherapy to include available techniques; introducing the patient to radiotherapy; preparing the patient; patient positioning; beam direction devices; immobilizing devices; equipment and effects of radiation; rationale of therapy; as well as radio-responsiveness.

RTT 215. Seminar. (2-0-2 hours)
A review of radiation therapy literature is made through research, discussions, and student or guest presentation.

RTT 221, 222. Radiation Oncology I & II. (3-0-3; 3-0-3 hours)
An introduction to the specific malignant disease entities by site of occurrence is presented to include the specific approaches to treatment of the body, breast, lung, bladder, brain, female and male urogenital organs, lymphomas, skin, bone, and the central nervous system. Disease processes and the treatment planning philosophy are discussed, as well as the inner-relating of treatment planning with clinical radiation therapy.

RTT 231, 232. Dosimetry I & II. (4-3-5; 4-3-5 hours)
An introduction to the physical properties, uses, dosage calculations and care of sealed sources of radiation is presented as well as these topics: comparison of isodose curves (single fields); parallel opposed pair; three fields; four fields; principles of multiple field techniques; hot spots; oblique incidence, wedges and compensations; principles of instruction to include rotation and arc therapy; consideration of dosage calculations, such as tumor doses and maximum-minimum skin or tissue doses, with emphasis on planning treatments for a particular site of the body including the use of immobilization devices. Principles, aims, and techniques of applying ionizing radiation to the human body are addressed and are supplemented by practical instruction in the treatment area and a clinical rotation through the planning department.

Respiratory Therapy

R. Beckham, Chairperson; R. Hill, S. Mishoe, T. Spivey.

RTH 299. Medical Terminology. (0-4-2 hours)
This is a self-study course designed to give the student a working knowledge of medical terminology. The combination of a programmed text and instructor supervision will be utilized, with emphasis on work construction, definition and use of medical terms.

RTH 300. Clinical Practicum I. (0-8-4 hours)
Prerequisite: RTH 301
This course is designed to give the student an opportunity to perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 301. Respiratory Therapy Orientation. (3-4-7 hours)
This course places emphasis on the study of the gas laws, medical gas administration, oxygen therapy, humidity and aerosol therapy. A brief introduction of the organization and history of the respiratory therapy profession is also included.

RTH 302. Clinical Practicum II. (0-8-4 hours)
Prerequisite: RTH 300, 305
This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 303. Independent Study. (Variable credit)
Prerequisite: Senior standing or permission of the instructor
A course designed to provide the student with the opportunity to pursue a course of study of particular interest in a non-resident or informal setting.

RTH 305. Basic Respiratory Therapy. (6-0-6 hours)
Prerequisite: 301
Appliances and Modalities.
This course will provide the student with the theories and principles of positive pressure breathing, incentive spirometry, disinfection, sterilization, chest physical therapy, and ausculation. An indepth study of the operation and maintenance of basic oxygen analyzers and pressure cycled ventilators will be included.

RTH 305L. Clinical Lab. (0-4-2 hours)
This laboratory is designed to give the student experience with the administration, function, repair and maintenance of basic respiratory therapy equipment and medical gases that are presented in RTH 305.

RTH 310. Cardiopulmonary Pathophysiology. (5-0-5 hours)
Prerequisite: RTH 305, ANM 330, PHY 311, and 312
This course will cover the pathophysiology of disease entities that primarily involve the pulmonary system as well as the cardiovascular system. The etiology and pathophysiology of pulmonary disease, abnormal pulmonary mechanics, chest radiographic appearance, and a brief description of the treatment of each disease process will be covered.

RTH 312. Clinical Presentations. (1-4-2 hours)
Prerequisite: RTH 310
This course is designed to give the student experience in searching medical records and support materials to prepare and make presentations to fellow students and instructors of actual clinical case studies.

RTH 402. Clinical Practicum III. (0-16-8 hours)
Prerequisite: RTH 302, RTH 405, RTH 407, RTH 410
This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 404. Clinical Practicum IV. (0-16-8 hours)
Prerequisite: RTH 402
This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 405. Ventilation, Quantitation and Clinical Evaluation. (2-2-3 hours)
Prerequisite: RTH 305
A study of clinical measurements used for evaluating adequacy of ventilation, oxygenation and cardiac output. There is emphasis placed on analysis and interpretation of arterial blood gases, electrolytes, colloid oncotic pressures, cardiac output, V_D/V_T, Q_S/Q_T, and V/Q.

RTH 304. Cardiopulmonary Resuscitation. (2-4-2 hours)
An introduction to the most current practice of cardiopulmonary resuscitation. Various problems associated with CPR will be covered and equipment needs will be stressed. Factors predisposing individuals to cardiac arrest will be covered. Upon successful completion of this course the student will be awarded a certificate attesting to the fact that he/she is trained in the art of basic cardiopulmonary resuscitation.

RTH 407. Methods of Ventilatory Alteration. (3-2-4 hours)
Prerequisites: RTH 305
This course is designed to give an overview of the most up-to-date mechanical devices used to assist and control ventilation. Emphasis will be placed on ventilator classification, criteria for ventilatory support, maintenance of the patient/ventilator system, troubleshooting and bedside spirometry. Presentations will be given at the end of the course illustrating mismanaged and properly managed case studies on mechanical ventilation.

RTH 408. Special Clinical Rotation. (0-8-4 hours)
Prerequisites: RTH 404 and Senior standing with permission of the department chairman
This course is designed to give the student an additional opportunity to participate in a clinical area of particular interest.

RTH 409. Pulmonary Rehabilitation. (2-0-2 hours)
Prerequisite: Senior Standing
This course will cover the correlation of physiologic test results and physical examination in the diagnosis of chronic obstructive pulmonary disease. The student will learn the mechanical disadvantages of the COPD patient's breathing pattern and how these disadvantages can be modified through physical therapy to improve pulmonary function. The goals and elements of a pulmonary rehabilitation program will be discussed, including home based systematic care. Student skills will be demonstrated in patient instruction of breathing exercises.

RTH 410. Intensive Respiratory Care. (3-4-4 hours)
Prerequisites: RTH 305, RTH 310
An indepth lecture and laboratory series emphasizing intensive respiratory care procedures. The emphasis will be placed on arterial blood gas techniques, artificial airways, artificial airway care, and chest tube drainage systems. Techniques for respiratory, cardiac, and hemodynamic monitoring will also be discussed.

RTH 412. Pulmonary Functions. (2-2-3 hours)
Prerequisite: RTH 310
This course will cover normal and abnormal pulmonary functions. The student will learn to perform and interpret pulmonary function studies. The maintenance and repair of pulmonary function equipment will be covered.

RTH 414. Respiratory Therapy Pharmacology. (1-0-1 hours)
Prerequisites: PHM 301, RTH 305
A computer based course that provides the student the opportunity to learn respiratory therapy drug names, components and pharmacological effects. Dosage calculations and concentration measurements will also be covered. Other drug classification will be covered utilizing individual independent study packages.

RTH 417. Newborn and Pediatric Respiratory Care. (3-4-4 hours)
Prerequisites: RTH 405, 407, 410
Normal growth and development in the newborn through the pediatric age groups will be covered in depth. Cardiopulmonary diseases specific to the newborn and pediatric patient, along with therapeutic procedures will also be discussed. Mechanical ventilation of the newborn and pediatric patient will be covered.

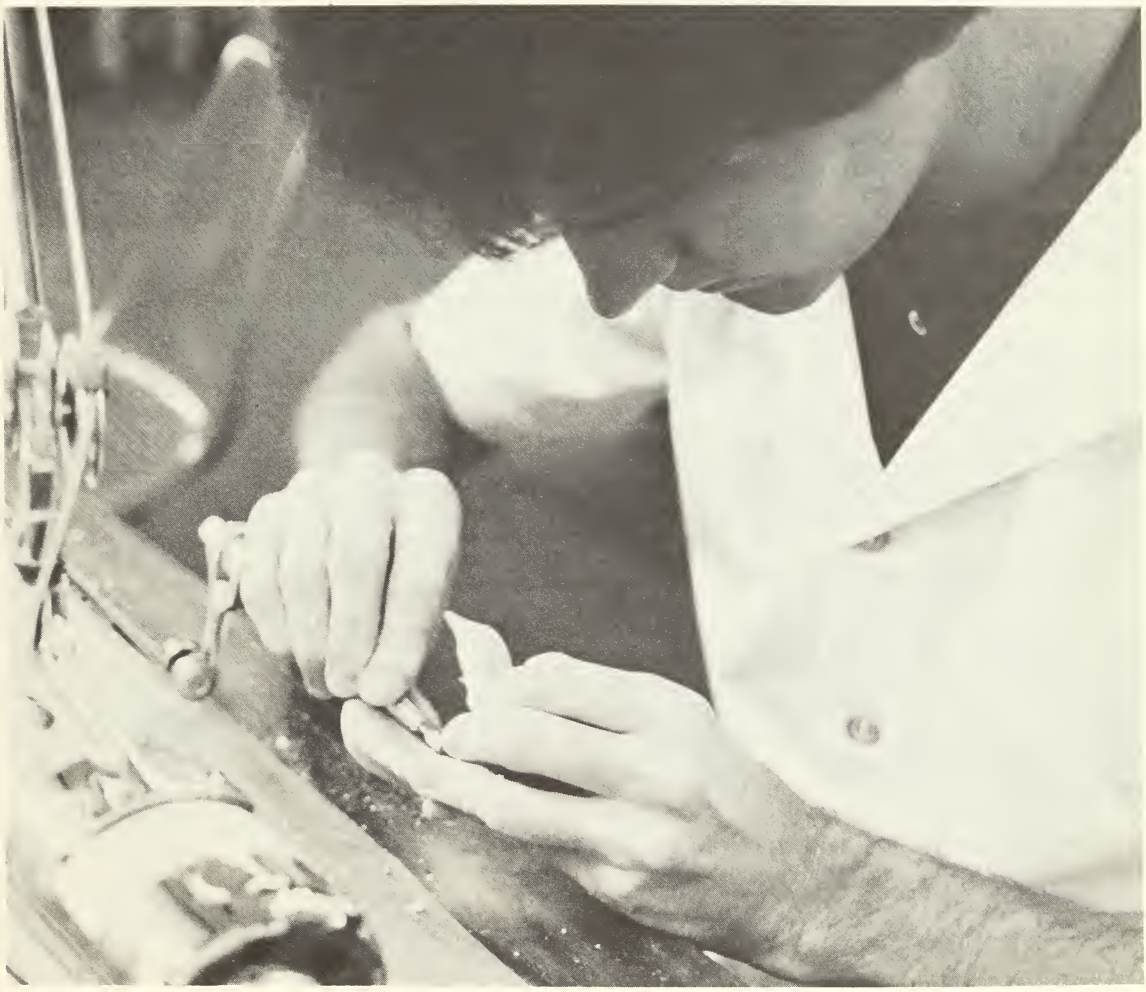
RTH 424. Library Research. (1-1-2 hours)
Prerequisite: RTH 402

This course is designed to give the student experience in searching medical literature. The student will prepare and present a paper of his own composition.

RTH 450. Respiratory Therapy Seminar. (3-0-3 hours)
Prerequisites: RTH 312, 424

A survey in recent trends in respiratory therapy, the job opportunities available in the Southeast United States will be explored, a curriculum criteria will be made by the students and a comprehensive written and clinical simulation exam will be administered (a graduation requirement).

DENTISTRY



Dean—Dr. Judson C. Hickey
Associate Dean for Academic Affairs—Dr. Thomas J. Zwemer
Associate Dean for Biological Sciences—Dr. Thomas Dirksen
Associate Dean for Clinical Sciences—Dr. Leon A. Leonard
Associate Dean for Students—Dr. Steve Kolas
Assistant Dean for Administration—Raymond A. Lackman, Jr.

School of Dentistry Calendar

	1981	1982
Fall Quarter		
4th quarter pre-session		September 16
Orientation/Registration new students	September 21	September 20
Registration for returning students	September 24	September 23
Classes begin	September 24	September 23
Late fee begins	September 25	September 24
Last day for late registration	September 29	September 28
Last day to apply for March graduation	October 21	October 22
Midterm: Last day to withdraw from a course without penalty	November 3	November 3
Thanksgiving recess	November 26-29	November 25-28
Term ends	December 18	December 17

	1982	1983
Winter Quarter		
Registration	January 4	January 3
Classes begin	January 4	January 3
Late fee begins	January 5	January 4
Last day for late registration	January 7	January 6
Last day to apply for June graduation	February 8	February 8
Midterm: Last day to withdraw from a course without penalty	February 12	February 11
Term ends	March 26	March 25

	1982	1983
Spring Quarter		
Registration	March 29	March 28
Classes begin	March 29	March 28
Late fee begins	March 30	March 29
Last day for late registration	April 2	April 1
Spring break	April 3-11	April 2-10
Last day to apply for August graduation	April 30	May 2
Midterm: Last day to withdraw from a course without penalty	May 12	May 11
Term ends (12 quarter students)	June 4	June 3
Term ends (3rd, 6th, 9th quarter)	June 25	June 24
Graduation ceremony	June 5	June 11

	1982	1983
Summer Quarter		
Registration	June 16	June 15
Late fee begins	June 17	June 16
Last day to apply for December graduation	July 16	July 15
Summer session begins	July 26	July 25
Last day for late registration	July 26	July 25
Term ends	September 17	September 16

School of Dentistry

Philosophy

Dentistry is one of the senior health professions, bonded to other health care professions by common goals and objectives. Successful completion of the requirements established by the School of Dentistry leads to the D.M.D. degree. The dentist, the physician, and the health scientist share in contributing to the total health of the individual and his community.

The dentist, in this concept, must have specific knowledge of and skills in the diagnosis, prevention and treatment of diseases associated with the oral cavity, as well as biological understanding of oral health and disease in terms of total health and disease. Furthermore, he must be able to correlate both areas of knowledge to fulfill his role and effectively communicate with colleagues in all health professions.

An understanding of the scientific method is necessary for the dentist to evaluate proposed methods of diagnosis, prevention and treatment and to aid in the development of new, sound and effective methods. Finally, he must have a sense of obligation to serve individual and community needs.

With these concepts representing its philosophy, the purpose of the college's School of Dentistry is to educate students to accept and to discharge competently the responsibilities of preserving individual and community health.

Objectives

The School of Dentistry has set before it the objectives of teaching, research and service that are common to all institutions of higher learning. Thus, the mission of the Medical College of Georgia School of Dentistry is to:

1. Educate students as dentists, dental specialists and allied dental personnel.
2. Foster and conduct research programs in basic and applied areas of dentistry, and in methods of dental education.
3. Participate in health care education and delivery; promote health maintenance and prevention of oral disease; assist in the continuing professional growth of dentists and allied dental personnel.

Accreditation

The School of Dentistry is fully accredited by the Commission on Dental Education of the American Dental Association.

Admission Requirements

Admission is on a competitive basis. The Admissions Committee recommends for selection those applicants who, in the judgment of the Committee, are best qualified for admission from among those who apply.

All applicants for admission must meet the following minimum requirements to be considered for admission:

Academic Requirements

1. Two years (at least 90 quarter hours or 60 semester hours) of undergraduate coursework at a regionally accredited college or university to be completed before the expected first registration date.
2. The above credit hours must include a minimum of ten quarter hours (or six semester hours) of these college courses:
   - Inorganic Chemistry with lab
   - Organic Chemistry with lab
   - Biology with lab
   - Physics with lab
   - English

Applicants are advised to complete the entire sequence of coursework covering the above science requirements where the sequence exceeds 10 quarter hours. For example, many universities offer organic chemistry as three five-quarter hour courses and applicants are advised to take all three courses. Applicants are also advised, but not required, to take at least one course in biochemistry. "Survey" courses will not satisfy science course requirements.

Dental Admission Test Requirement

All applicants must complete the Dental Admission Test (DAT) not later than the October testing preceding the year of desired entry.

Recommendations and Interviews

All applicants are required to have three recommendations submitted with the application.

While interviews are also required, only a limited number of applicants are selected for interviews. Invitations to interview are sent to those applicants deemed to be best qualified for admission.

Final admission decisions are made based upon the grade point average (particularly in the sciences), DAT scores, letters of recommendation, interviews, the perceived dental needs of Georgia, and an assessment of the motivation and personal qualities of the applicant that are deemed most conducive to the successful completion of the program and the practice of dentistry. Preference is given to residents of Georgia.

Application Procedures

Applications for admission and additional admissions information can be obtained by contacting the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912. Application forms are available after July 1st of the year preceding the desired year of entry. All applications must be postmarked not later than December 1 of the year preceding the desired year of entry to be considered.

Fees and Expenses

Estimated Student Expenses per Academic Year

	First Year	Second Year**	Third Year**	Fourth Year
*Matriculation Fee	$1,701	$1,902	$1,902	$1,701
***Student Health Fee	108	144	144	108
****Student Activity Fee	45	60	60	45
Books and Supplies	500	500	330	300
Instruments	2,900	1,760	350	0
Breakage and Replacement	220	200	100	115
Insurance	0	0	0	25
Uniforms	30	30	30	30
Other fees and services	15	15	45	86
TOTAL	$5,519	$4,611	$2,961	$2,410

(All fees are subject to change)

*Non-Resident tuition (in addition to matriculation fee) is $567 per quarter.
**Summer Session matriculation fee included.
***Student Health Fee is $36 per quarter.
****Student Activity Fee is $15 per quarter.

Estimated housing, food and personal expenses were not included due to general individual variance. In developing a personal budget, do not fail to include these items. Information on hospitilization and life insurance is in the General Information section.

Additional expenses related to a required off-campus (extramural) clinical experience may be incurred. Two such experiences are required, each 3 weeks in length, to be held during the junior or senior year. These expenses will vary based upon location.

Financial Aid

The Office of Financial Aid has prepared a Bulletin outlining its financial aid program, as well as other programs of assistance not directly administered by the college. This may be obtained along with application materials by writing:

Office of Financial Aid
Medical College of Georiga
Augusta, Georgia 30912

Applications for aid are separate from admission applications, i.e. one need not be officially accepted for admission before applying for assistance. Application materials should be submitted by March 1 prior to enrollment, although later applications will be processed on a "late" basis.

Curriculum

Design and Emphasis

The pre-doctoral curriculum leading to the D.M.D. degree offered by the Medical College of Georgia School of Dentistry will require twelve academic quarters plus two summer sessions in four calendar years. The curriculum will initially emphasize the basic sciences with an expanding emphasis upon the clinical sciences. Courses in the fundamental principles within each basic science discipline, coupled with early clinical exposure, will enable the student to make a lasting correlation of the basic and clinical sciences. The student's knowledge and familiarity with the basic sciences will be reinforced with applied courses in each discipline. This early and continuing correlation is designed to educate the student to respect biological systems and to develop a basic understanding of the response of tissue to stimuli.

The expanding health needs of society will be interrelated throughout the curriculum. Courses relating to principles of public health dentistry, epidemiology of caries and periodontal disease, behavioral aspects of patient populations, dental ethics and jurisprudence will be a meaningful part of the curriculum. Practical field experiences will be arranged for dental students in epidemiologic, preventive and other appropriate community activities. Preventive dentistry will be the over-riding theme of all clinical disciplines.

Extramural Clinics

As a part of the total educational experience, each student will be involved for a total of 6 weeks in one or more ambulatory dental facilities remote from the School of Dentistry. In general this extramural experience will require at least two off-campus trips. A portion of the travel and lodging expenses will be reimbursed.

Individual Student Development

Each student will have opportunities for development and expression in specific areas of his interest and ability. Three weeks will be set aside in each of two summer sessions in which elective courses and other structured situations will be available to students interested in academic pursuits. Students will be encouraged to

contribute to the field of research and education. Those students demonstrating superior clinical ability and interest will be challenged with more complex technical and clinical problems. The student with motivation in the social aspects of the profession will be further challenged in preventive and community dentistry projects.

The Student and The Health Team

The use of auxiliary personnel will be stressed as a realistic method of preparing the student for the efficient practice of dentistry. The clinical design will simulate a group practice environment with dental assistants, hygienists and technicians playing an active role in comprehensive patient care. The close academic and physical relationship with the School of Medicine and the teaching hospital will provide an awareness of associated medical sciences and hospital orientation throughout all four years. This emphasis is desirable in preparing the student not only for contemporary practice, but for the future evolution of the profession.

The Student and Research

The dental student will have an opportunity to participate in faculty research projects in both basic and clinical areas. He will be encouraged to design and carry out projects of his own as well. The student also will be encouraged to participate in graduate, post graduate and continuing education courses offered at the college and other dental schools within the United States as a part of the elective program.

Methods of Instruction

Methods of Instruction used in the School of Dentistry curriculum vary with what is to be learned. Didactic information is taught using lectures, seminars, conferences, field trips and self-instructional materials. Clinical skills are taught using supervised laboratories and clinics, supplemented by self-instructional materials. The use of innovative methods is encouraged.

Curriculum Information

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
1*	CMD 511	N/A	40	—	40
(Fall)	ANMD 511	5	50	4	54
	ANMD 513	5	50	4	54
	BCM 510	6	60	2	62
	OCC 514	16	160	10	170
		32	360	20	380
2	BCM 511	5	55	2	57
(Winter)	ANMD 515	4	44	4	48
	ANMD 517	5	55	3	58
	DAU 511	1	11	1	12
	OPD 511	8	88	4	92
	PER 511	2	22	1	23
	OMD 511	2	22	1	23
	OCC 522	5	55	5	60
		32	352	21	373
3*	Clinic Protocol	N/A	2	—	2
(Spring)	CMD 520	N/A	40	1	41
	OCC 517	4	40	1	41
	NS 514	5	50	4	54
	DPS 511	1	10	1	11
	OMD 531	2	20	1	21
	OMTP 513	1	10	1	11
	PER 512	3	30	1	31
	OSD 513	2	20	2	22
	RADD 513A	2	20	2	22
	OPD 512	8	80	4	84
		28	322	18	340

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
4**	**CPR	N/A	8	—	8
(Fall)	**DPD 521	N/A	20	—	20
	**RADD 513B	N/A	2 (per group)	—	2 (per group)
	**Clinic Protocol	N/A	4 (per group)	—	4 (per group)
	MIBD 522	4	44	2	46
	PHYD 513	5	55	3	58
	DPS 520	1	11	1	12
	OMTP 521	1	11	1	12
	PER 513	1	11	1	12
	COM 520	11	121	10	131
	OPD 514	8	88	8	96
		31	375	26	401
	CPM 521	4	44	—	44
		35	419	26	445
5	MIBD 523	4	44	2	46
(Winter)	PHYD 520	4	44	3	47
	PATH 522	5	55	—	55
	DPS 512	1	11	1	12
	ENDO 521	5	55	4	59
	FIX 522	8	88	8	96
	OBIO 523	2	22	2	24
		29	319	20	339
	CPM 522	7	77	—	77
		36	396	20	416
6	POGD 516	4	33	4	37
(Spring)	OSD 532	2	22	2	24
	ANMD 532	6	55	4	59
	PATH 532	4	41	4	45
	FIX 523	5	40	8	48
	RPD 523	11	114	4	118
	PER 516	1	11	1	12
		33	316	27	343
	CPM 523	7	76	—	76
		40	392	27	420
Summer I	ENR 520	36	108	—	108
	CPM 524	18	72	—	72
		54	180		180
7*	PEDO 523	2	20	2	22
(Fall)	PEDO 534	—	11	0	11
	CMD 530	—	24	0	24
	PATH 523	4	40	2	42
	PHMD 521	4	40	2	42
	OSD 534	2	20	2	22
	OMTP 523	1	10	1	11
	FIX 531	8	80	4	84
	FIX 524	1	10	1	11
		22	255	14	269
	CPM 531	15	152	0	152
		37	407	14	421

8	OMTP 532	1	11	1	12
(Winter)	PATH 531	3	33	2	35
	PHMD 531	4	44	2	46
	PER 524	1	14	2	16
	ORTHO 534	3	33	3	36
	PRO 533	4	44	1	45
	PEDO 524	2	22	2	24
		18	201	13	214
	CPM 532	15	165	0	165
		33	366	13	379
9	OCC 523*	1	12	1	13
(Spring)	OMD 512	1	11	1	12
	OBIO 535	1	17	2	19
	ENDO 533	1	11	1	12
	OMPO 533	2	22	2	24
	OMTP 541	1	10	1	11
	OMD 532	2	22	1	23
	OSD 541	3	33	2	35
	PATH 542	3	28	1	29
		15	166	12	178
	CPM 533	20	214	0	214
		35	380	12	392
Summer II	ENR 530[5]	36	108	0	108
	CPM 534**	18	72	0	72
		54	180	0	180
10	ORTHO 541	1	11	1	12
(Fall)	OMPO 541	2	20	—	20
	PER 542	2	22	1	23
	RES 541	1	10	1	11
	OMD 533	3	32	2	34
		9	95	5	100
	CPM 541	31	341	24	341
		40	436	29	441

*OCC 523 — effective Spring 1982
**CPM 534 — depending on DPD and Enrichment assignments

Quarter	Course	Hours/Week	Class Hours	Exam Hours	Total Hours
11*	OMPO 542	1	10	—	10
(Winter)	RES 542	1	10	1	11
	CMD 540	—	24	—	24
	ENDO 542	1	10	1	11
	OBIO 541	1	10	1	11
	OCC 533	2	20	1	21
		6	84	4	88
	CPM 542	34	340	32	372
		40	424	36	460
12**	CS 543	3	27	—	27
(Spring)	CPM 543	36	324	—	324
		39	351	—	351

*Quarters 1, 3, 7, and 11 have 10 assignable weeks plus Community Dentistry.
**Quarter 12 consists of 9 weeks.
No test week is scheduled in Quarter 12.
Clinic time during exam week is Mock Board time.

CPM includes time for several rotations (including off-site clinics) and also for DPD 541 (40 hours), which is taught in small group format.

(The curriculum is subject to change by the School of Dentistry).

Student Academic Evaluation

The Student Evaluation Committee

The academic progress of each student is monitored on at least a quarterly basis by the Student Evaluation Committee. After the Committee reviews and evaluates each student's performance, it recommends one of the following to the Administrative Council, which is the main policy-making body of the School, and ultimately to the Dean:

1. promotion of the student to the next quarter and designate the Dean's List;
2. remediation or repeating of course work in any deficient areas, as appropriate;
3. dismissal from the program.

Promotion

Promotion to the next quarter will be considered and recommended when the student has successfully passed all courses and required programs and has a quarterly and overall grade point average of 2.0 or higher. Other students may be promoted at the discretion of the Student Evaluation Committee with approval of the Administrative Council and Dean.

Dean's List

Students whose academic performance while carrying at least 12 hours any quarter is 3.25 or higher and who have not received any unsatisfactory or failing grades for the quarter are named to the Dean's List. Dean's List qualifications for students receiving grades of Incomplete (I) will not be determined until after the I is replaced by an earned grade.

Remediation

Students experiencing difficulty in any course or part of a course may be required to remediate any deficient areas until satisfactory mastery of the area is demonstrated. In cases where a failing grade is received, re-registration in the course may be required. In some cases, the Student Evaluation Committee may recommend a reduced quarterly academic load to allow the student more time to master the required knowledge or skills.

Dismissal

It is the policy of the School to provide students in difficulty with tutorial assistance and other special help to assist them in successfully completing the program; however, dismissal may be considered and recommended by the Student Evaluation Committee under these circumstances:

1. When the student fails to successfully pass all courses required for graduation, particularly after attempts at remediation;
2. when the student fails to maintain a 2.0 overall grade point average;
3. when the student fails to improve the quality of work to a specified level as defined by the Student Evaluation Committee when remediating a deficient area; and
4. when a student's knowledge, character, and/or mental or physical fitness cast grave doubts upon potential capabilities as a dentist.

Students considered for dismissal under the above provisions shall have the right to appear before the Student Evaluation Committee prior to any recommendation being made, to be informed of all the circumstances and evidence which supports possible dismissal, and to present any information or evidence in their behalf. The Committee shall then weigh all evidence presented and shall make an appropriate recommendation to the Administrative Council and the Dean. The Dean shall then make whatever decision is deemed appropriate, and notify the student of the decision and of the appeal procedure. (Further details on the dismissal procedure are made available to students during new student orientation.)

Appeals

The student may appeal any final decision for dismissal made by the Dean to the President of the Medical College, and apply for a review of the President's decision by the Board of Regents in accordance with Board policy.

Readmission

Students dismissed from the program may be readmitted only by the following:

1. Meeting specified criteria for readmission set at the time of dismissal as recommended by the Student Evaluation Committee and approved by the Administrative Council and Dean. Setting readmission criteria shall only be done where circumstances warrant and is not to be considered a right of a dismissed student.
2. Any dismissed student may apply for admission by submitting a regular application for admission and following normal admission procedures.

Graduation

Approval to graduate a student rests with the Administrative Council and, ultimately, the Dean of the School of Dentistry. Other graduation requirements are:

1. Satisfactory completion of all required courses.
2. An overall grade point average of 2.00 or higher.

3. Satisfactory completion of all clinical work in progress, to include payment for services by assigned patients.
4. Return of all assigned institutional property and equipment in acceptable condition.

Advanced Education (Dental Residency Programs)

Post doctoral programs in dental disciplines are designed to bring dentists to a superior level of biologic and technical education and clinical experience. This is necessary to provide oral health care for those patients with unusually complex and challenging oral health problems. Training in research and in teaching gives additional breadth and stature to the graduate and equips him/her to contribute more effectively to the solution of problems confronting society and the profession.

The Medical College of Georgia is an equal opportunity institution and encourages applications from all interested persons.

Descriptions of Advanced Education Programs

Endodontics

Dr. Richard E. Walton, Program Director

The major objective of the Endodontic residency program is to provide post graduate training in Endodontics and to fulfill the specialty requirements as set forth by the American Dental Association, the American Association of Endodontists and the American Board of Endodontics. This is achieved by the in-depth study of pertinent areas of basic science and correlation of the patho-physiologic processes with the clinical problems encountered in the field of Endodontics. The resident is completely familiarized with the problems of a differential diagnosis and the treatment of pathosis of pulpal origin, provided clinical experiences in the routine and complicated procedures encountered in the field of Endodontics, and provided training and experience in research design and methodology.

The program will permit flexibility to adapt to individual experiences and objectives for the career development of each resident.

Oral Surgery

Dr. Edwin D. Joy, Program Director

Advanced education in Oral Surgery is a three-year, non-degree, post doctoral program designed to satisfy the educational requirements of the American Board of Oral and Maxillofacial Surgery. The study of the biomedical sciences as they relate to oral surgery are presented throughout the three years in the form of regularly scheduled weekly instructional courses, conferences and seminars and during rotations on the medicine, anesthesia, and neurosurgery services. All residents are engaged in a research or publication project culminating in a report suitable for publication.

Orthodontics

Dr. Thomas J. Zwemer, Program Director

The residency program in the Department of Orthodontics is of 24-30 months duration. Successful completion of the program fulfills the specialty training requirements set forth by the American Dental Association, the American Association of Orthodontists and the American Board of Orthodontics. The curriculum consists of a nucleus of orientation courses that are given annually and supplementary courses that are repeated in a biennial cycle. Experience is provided in both the Edgewise and Begg appliance systems. The over-all program emphasizes critical analysis of the literature, differential diagnosis, technical excellence and critical evaluation of treatment results. Interdisciplinary patient management is provided in cooperation with other residency programs within the school. The writing of a scientific article of publishable quality based on clinical research is required.

A Master of Science degree is available under the direction of the Oral Biology Department requiring additional time in residency.

Pedodontics

Dr. James T. Barenie, Program Director

The advanced education program in Pedodontics is a two year certificate program designed to satisfy the education requirements of the American Board of Pedodontics. The program emphasizes the clinical treatment of out-patients and hospitalized in-patients. The study of the biomedical sciences as they relate to pedodontics is presented throughout the two years in the form of regularly scheduled weekly instructional courses, conferences and seminars and during rotations on the pediatric and anesthesia services. All residents are required to complete a research project culminating in a report suitable for publication.

Periodontics

Dr. Jerry J. Garnick, Program Director

The residency program in periodontics provides the post doctoral student with the biological and scientific background to treat all forms of periodontal disease on a rational basis. The student becomes thoroughly familiar with the periodontal literature and receives broad clinical experiences in examination, prognosis and all accepted modes of treatment of periodontal diseases. He is encouraged to continue his learning experiences after completion of the program

by means of the critical review of the literature and experiences in clinical research. Hospital dentistry and a varied patient population are achieved through affiliation with Talmadge Memorial Hospital, University Hospital and Gracewood State School and Hospital.

The Periodontal Residency Program fulfills the requirements set by the American Dental Association and graduates are qualified to take the examination of the American Board of Periodontology.

Perio-Fixed Prosthodontics

Dr. J. Marvin Reynolds, Program Director

This program is designed to integrate periodontal, restorative and prosthodontic treatment at an advanced level. It will provide a broad and in-depth understanding of the nature and causes of periodontal disease, the rationale of periodontal treatment and the subsequent restoration of the dentition. Students will receive a full academic year of didactic and clinical education in periodontics with seminars and literature review continuing through the remaining part of the program. The prosthodontic portion includes clinical and didactic training in complete dentures, fixed and removable partial dentures and maxillofacial prosthesis with the major emphasis on fixed prosthodontics. Residents who successfully complete this program will be educationally qualified to apply for examination by the American Board of Prosthodontics.

Prosthodontics

Dr. Ross H. Hill, Program Director

The advanced education program in Prosthodontics includes clinical and didactic training in complete dentures, fixed and removable partial dentures and maxillofacial prosthodontics with an emphasis on removable prostheses. There is also an affiliation with the University Hospital. Successful completion of this program qualifies the resident to be examined by the American Board of Prosthodontics.

General Practice

Dr. Cathy J. Smith, Program Director

The objectives of this program are to provide advanced training in clinical dentistry and applied basic sciences, and to provide hospital training and experience. The residency consists of hospital service rotations in Physical Diagnosis, Anesthesia, Medicine and Oral Surgery. In addition, seminars and courses of special interest in all disciplines of dentistry designed for the postgraduate student are available at the Medical College of Georgia. Modern dental clinic facilities are available with a Director from the Restorative Department of the Medical College of Georgia. Approximately 60% of the program is devoted to Patient Care.

Any of the above post graduate programs can be offered simultaneously with a M.S. in the Oral Biology Program.

Course Descriptions

Certain courses listed show two numbers following the course titles, e.g., (44-1). These indicate clock hours-credit hours. Other courses show lecture-lab-credit hours, e.g. (5-2-6 hours)

Courses numbered 500-599 are open only to approved School of Dentistry students.

Clinical Practice Management

V. Johnson, Coordinator; J. Brown; C. Scruggs.

CPM 521. Clinical Practice Management. (44-1 hours)
Prerequisites: Satisfactory completion of OCC 514, DAU 511, OPD 511, PER 511, OMD 511, OCC 522, COM 520, OCC 517, DPS 511, OMD 531, OMTP 513, PER 512, RADD 513A, RADD 513, OPD 512, DPD 521, CPR and Clinic Protocol

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 522. Clinical Practice Management. (77-2 hours)
Prerequisites: Satisfactory completion of DPS 520, OMTP 521, OSD 513, PER 513, COM 520, OPD 514, and CPM 521

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 523. Clinical Practice Management. (76-2 hours)
Prerequisites: Satisfactory completion of DPS 512, ENDO 521, FIX 522, and CPM 522

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 524. Clinical Practice Management. (72-3 hours)
Prerequisites: Satisfactory completion of POGD 516, OSD 532, FIX 523, RPD 523, PER 516 and CPM 523

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 531. Clinical Practice Management. (152-3 hours)
Prerequisites: Satisfactory completion of CPM 524

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 532. Clinical Practice Management. (165-4 hours)
Prerequisites: Satisfactory completion of PEDO 523, PEDO 534, OSD 534, OMTP 523, FIX 524, FIX 531, PHMD 521, and CPM 531

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 533. Clinical Practice Management. (214-5 hours)
Prerequisites: Satisfactory completion of OMTP 532, PER 524, PHMD 531, ORTHO 534, PRO 533, DAU 532, PEDO 524, and CPM 532

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 534. Clinical Practice Management. (72*-7 hours)
Prerequisites: Satisfactory completion of ENDO 533, OMTP 541, OMD 532, ODS 541, OMD 512 and CPM 533

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 541. Clinical Practice Management. (341-6 hours)
Prerequisites: Satisfactory completion of CPM 534

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 542. Clinical Practice Management. (340-6 hours)
Prerequisites: Satisfactory completion of ORTHO 542, PER 542, RES 541, OMD 533 and CPM 541

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 543. Clinical Practice Management. (324-6 hours)
Prerequisites: Satisfactory completion of ENDO 542, OCC 533 and CPM 542

The practice of dentistry in the clinic environment during which the student is evaluated on his participation, productivity, neatness and orderliness, and the maintenance of dental health records.

*Depending on DPD and Enrichment assignments

Community Dentistry

(All Dental Courses Taught in One Time Block)

J. Williams, Chairman; V. Della-Giustina; J. Hardin;* J. Zwemer*

*Special or joint appointment

CMD 511. Orientation to the Profession. (3-0-3 hours)
A required course designed to trace the historical development, contemporary challenges and future directions of the profession. Particular attention is given to the interaction between society and the profession. The need/demands of patients are considered from the perspective of major socio-economic factors. Vocational opportunities for the dentist are also considered from the standpoint of scope, challenge and personal satisfaction.

CMD 520. Introduction to Community Health. (3-0-3 hours)
A required course designed to introduce and to illustrate the principles of planning, conducting and evaluating public health survey and public health educational programs. Particular consideration is given to the screening and health education of elementary school children, and to the implementation of preventive techniques suitable for public health practice.

CMD 530. Community Health Access and Preventive Care. (2-0-2 hours)
A required course designed to explore methods of gaining access to such categorical groups as the disadvantaged, handicapped and the elderly and to deliver comprehensive preventive care to such groups.

CMD 540. Social, Ethical and Legal Issues and Community Health. (2-0-2 hours)
A required course designed to survey the social, ethical and legal implications of issues currently confronting the profession as a background both to the extramural field experiences and to private dental practice.

***CMD 805. Dental Health Delivery in a Changing Society. (4-0-5 hours)**
(Graduate course for candidates for the masters degree in dental hygiene)

An elective course designed to explore the continuing influence of society upon the dental profession. Related factors of dental need, manpower, and methods of payment will be addressed. Practical applications to the discipline of dental hygiene will be made.

ENR 520 and ENR 530. Dental Enrichment Electives. (5 credit hours)
A four-week block of electives offered each summer for the personal enrichment of both students and faculty. Students may elect a faculty-designed course(s) from the catalog or may self-design their own course with faculty consultation and supervision.

CMD 530C. Extramural Clinics. (0-5-5 hours)
A required course designed to provide each student with clinical experiences in differing community settings away from campus. Each student will be involved for a total of six weeks in one or more ambulatory dental facilities. These facilities will allow the student to apply his clinical skills in the delivery of primary dental care for diverse, unscreened populations of patients.

*Approved for credit toward a graduate studies degree.

Dental Materials

C. Fairhurst, Coordinator; K. Anusavice; J. Mackert; T. Okabe; R. Ringle.

DPS 121 and DPS 321. Dental Materials for Dental Hygiene. (1-0-1 hours)
The effect of manipulation and handling variables on the properties of dental materials used in preventive, and restorative dentistry and prosthodontics is presented. These lectures complement the previous laboratory experience obtained with these materials in DH 122 and DH 322. The materials covered include dental amalgam, acrylic resins, metals and alloys, impression materials, dental instrument materials, dental cements, and gypsum products.

DPS 511. Dental Materials I. (1-0-1 hours)
The physical and mechanical properties of dental amalgam, composite resin and dental cements introduced in OPD 511 are described. The types of material failures which may result due to manipulation errors are also presented.

DPS 520. Dental Materials II. (1-0-1 hours)
The manipulation, handling characteristics, and properties of impression materials, denture base resins, and dental waxes introduced in OPD 514 and COM 520 are discussed. Also presented are a comparison of porcelain and acrylic resin denture teeth characteristics, and the properties of gypsum products.

DPS 512. Dental Materials III. (1-0-1 hours)
A detailed study is made of all principal materials and techniques required for fabrication of fixed metal restorations. Subjects include high heat investments, die materials, sprue design, casting and finishing procedures, gold alloys, alternatives to gold alloys, and soldering. Initial laboratory exposure to these materials and procedures was made in OPD 514 and FIX 522.

Endodontics

R. Walton, Chairman; G.N. Smith.

ENDO 521. Fundamentals of Endodontics. (2-3-3 hours)
This introductory lecture and laboratory course presents principles in prevention, diagnosis, treatment planning and treatment implementation related to pulpal and periapical pathosis. Some of these principles are correlated to appropriate concepts in basic sciences.

ENDO 533. Advanced Endodontics. (1-0-1 hours)
A consideration of the more complex problems related to pulpal pathosis and treatment. Discussed are restorations following endodontic treatment, diagnosis and care of emergencies, and indications and techniques of endodontic surgery.

ENDO 542. Endodontics Seminar. (1-0-1 hours)
The class is divided into small discussion groups to consider selected topics of special interest and to present problem patient cases. Students present their own cases.

Occlusion

D. Lundquist, Coordinator; G. Loft; M. Reynolds.

OCC 514. Introductory Occlusion. (4-12-10 hours)
The lectures describe in detail tooth morphology and correlate this to mandibular movements. Movement is described in the frontal, saggital and horizontal planes. The effects of different movements on cusp placement, cusp height and ridge and groove direction are demonstrated.
The laboratory experiences apply this knowledge to practical waxing procedures with emphasis on improving digital dexterity and tri-dimensional spatial visualization.

OCC 517. Occlusal Equilibration. (1-3-2 hours)
Prerequisite: OCC 514
Lectures and laboratory procedures demonstrate the techniques required for evaluating the occlusion of a natural dentition and establishing the intercuspal position coincidental with the retruded contact position.

OCC 523. Evaluation of Registration. (1-0-1 hours)
Prerequisite: OCC 517
Lectures and clinical experiences to determine the accuracy of various methods and materials used in registering maxillomandibular relations.

OCC 533. Causes and Treatment of Mandibular Dysfunction. (1-1-2 hours)
This is a conjoint course that presents the multicausal factors of craniofacial pain and the relationship of occlusion to these signs and symptoms. The role of occlusal treatment and other modalities will be presented. Clinical and laboratory phases will include various types of splint construction.

OCC 541C. Clinic. (0-2-1 hours)
Prerequisite: OCC 517
A clinical experience utilizing the principles of diagnosis, evaluation and occlusal equilibration to obtain a physiologic occlusion for four patients.

Oral Biology — Anatomy

M. Sharawy, Coordinator; J. Boshell; I. Hawkins*, F. Lake; M. Mark*; N. O'Dell; R. Walton*; G. Williamson*.

*Joint Appointment or Part-time.

ANM 132 and 332. Anatomy and Physiology for Dental Hygiene. (6-0-6 hours)
This course is designed to teach the microanatomy of human tissues with emphasis on the teeth, oral mucosa and salivary glands. Moreover, the gross anatomy of human organ systems is presented briefly. Emphasis is placed on the muscles of facial expression, muscles of mastication, and the blood and nerve supply to the oral and perioral tissues. In addition, programmed learning packages on membrane, muscle, nerve, cardiovascular, respiratory, and endocrine physiology are used.

ANMD 511. General Microanatomy and Embryology. (4-1-5 hours)
Prerequisite: College Biology
This course provides an in-depth study of the cytology and histology of the primary tissues. Tissues from the oral cavity are used for laboratory studies. The course includes ten hours of general human embryology and stresses the development of the orofacial structures. The objectives of the course are to correlate the structure and function of cells and tissues to clinical dental problems.

ANMD 513. Applied Head and Neck Anatomy. (1-4-5 hours)
Prerequisite: College biology
In this course, the lectures (30% of total time) correlate the anatomical information learned in the laboratory to clinical problems, and also ties the regional approach of laboratory anatomy to a systemic physiological anatomy. The students are required to satisfactorily dissect the head region. Models and movies on prodissections are available to supplement dissection.

ANMD 515. Applied Head and Neck Anatomy. (1-3-4 hours)
Prerequisite: ANMD 513
This course is a continuation of ANMD 513, in which the students dissect the superficial and deep structures of the neck region. Correlation of the anatomical information learned to clinical problems is emphasized and practiced by students during the course.

ANMD 517. Dental and Systemic Histology. (4-1-4 hours)
Prerequisite: ANMD 511
This course consists of lectures, laboratories and clinical conferences which are designed to emphasize the functional microanatomy of human organs. Forty percent of the allotted course time is used to study the applied microanatomy of the oral and perioral tissues. Emphasis is placed on the correlation of the basic science information with clinical dental problems.

ANMD 532. Systemic Anatomy. (2-3-5 hours)
Prerequisites: ANMD 513 and 515
The students through laboratory dissection, study of models and movies on prodissection, learn the anatomical organization of axilla, thorax, abdomen, pelvis, and upper and lower extremities. The dissection manual and the lectures help the students in studying the human body on a systemic basis. Clinical correlation is emphasized throughout the course.

NS 514. Neurosciences. (4-1-5 hours)
Prerequisites: ANMD 511, 513, 515, and 517
This course is presented jointly by the sections of Anatomy and Physiology of the Department of Oral Biology. It deals with the structure and function of the nervous system. The course consists of lectures, laboratories, and bioclinical seminars. The basic science information is correlated to neuropathies of dental interest whenever applicable.

OBIO 541. Cranial Nerve Testing. (1-0-1 hours)
This course complements the neural sciences course offered during the first year of the dental curriculum. The course consists of lectures and bioclinical seminars on the neurological examination, structures and functions of cranial nerves and cranial nerve disorders of interest to dentistry.

OBIO 811. Head and Neck Anatomy. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

Oral Biology — Biochemistry

S. Bustos-Valdes, Coordinator; T. Dirksen; J. Erbland, W. Karp*; M. Ringler.

*Joint Appointment

BIO 131-331. Biochemistry for Dental Hygiene I. (3-0-3 hours)
This course reviews organic and inorganic chemistry as it relates to dental hygiene. A basic understanding of chemical principles is developed as a prerequisite to the study of biochemistry and nutrition. Inorganic and organic chemicals used in dentistry are emphasized.

BIO 132-332. Biochemistry for Dental Hygiene II. (4-0-4 hours)
Prerequisite: BIO 131-331
This course stresses biochemical principles relating to dentistry and nutrition. The biochemical basis of health and disease states are introduced. The role of nutrition in disease prevention and the concept of the diet as part of disease therapy is presented.

BCM 510. Biochemistry I. (6-0-6 hours)
Biochemical concepts and information essential to understand the chemistry of the living cell are presented. Correlations between biochemistry and dental clinical sciences are emphasized during lectures and bioclinical seminars.
Topics in the first quarter include: Structure and Function of Proteins and the Chemistry and Metabolism of Carbohydrates and Lipids.

BCM 511. Biochemistry II. (5-0-5 hours)
Prerequisite: BCM 510
This is a continuation of BCM 510. Topics include: amino acid metabolism and urea cycle, chemistry and metabolism of nucleic acids, protein synthesis, nutrition, and the chemistry and metabolism of mineralized tissue.

OBIO 822. Oral Biochemistry — Graduate Course. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

Oral Biology — Microbiology

G. Schuster, Coordinator; G. Burnett, Emeritus; J. Bulkacz; E. Mertz-Fairhurst; K. Volkmann.

MIB 130-301. Microbiology for Dental Hygienists. (4-0-4 hours)
Prerequisite: Biochemistry
Lectures on principles of microbiology, immunology and infectious disease and their applications to the practice of dental hygiene.

MIB 200-201. Microbiology for Dental Assistants. (4-0-4 hours)
Lectures and demonstrations on fundamental principles of microbiology, aseptic procedures, and sterilization and disinfection for dental assistants.

MIBD 522. Oral Microbiology and Infectious Disease I. (4-0-4 hours)
Lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanism of pathogenesis, and basic principles of immunology and immunological responses.

MIBD 523. Oral Microbiology and Infectious Disease II. (4-0-4 hours)
Prerequisites: Biochemistry 510, 511, MIBD 522
Lectures and laboratory on infectious diseases with special emphasis on those with oral manifestations. The laboratories provide experiences in application of microbiology to the practice of dentistry.

OBIO 523. Cariology. (2-0-2 hours)
Prerequisites: Biochemistry 510, 511, MIBD 522
This course is an indepth study of the multifactorial aspects of dental caries. It includes an analysis of its molecular pathology, early and current theories of caries formation, microbiological and chemical composition of dental plaque and host and nutritional influences on the development of the disease. Emphasis is also placed on the immunological aspects of caries, procedures for controlling plaque formation and the clinical use of occlusal sealants as a caries preventive tool.

OBIO 841. Microbiological and Immunological Aspects of Oral Disease. (2-0-2 hours)
See School of Graduate Studies; Oral Biology course descriptions.

Oral Biology — Pharmacology

L. Gangarosa, Coordinator; A. Ciarlone; B. Fry.

PHM 230 and PHM 430. Pharmacology for Dental Hygiene. (4-0-4 hours)
Prerequisites: Human Anatomy and Physiology and Bio-chemistry
A basic pharmacology course that includes: 1) general principles, 2) a study of drugs commonly used to treat diseases and disorders of the nervous, cardiovascular-renal, gastrointestinal, and endocrine systems, and 3) consideration of antibiotics and chemotherapy. Special emphasis is placed on drugs used in dentistry and also on how certain drugs affect the treatment and response of the dental patient.

PHMD 521. Pharmacology and Therapeutics I (4-0-4 hours)
Prerequisites: Biochemistry and Physiology
This course combines general topics in Pharmacology with Dental Therapeutics. The former category serves as a foundation for understanding pharmacotherapeutics and medical drugs which dental patients use. Therapeutics is more specialized emphasizing drugs used by dentists and includes posology and prescription writing. This course stresses principles of drug action as a sound basis for therapeutics. The drugs emphasized in this course are autonomic agents, autopharmacological agents, endocrines, respiratory agents and drugs affecting the heart and blood elements. Special problems in drug therapy of oral tissues are emphasized. The same approach is used in the subsequent course, PHMD 531.

PHMD 531. Pharmacology and Therapeutics II. (4-0-4 hours)
Prerequisite: PHMD 521
This course is a continuation of PHMD 521. Subjects presented include: local and general anesthetics, sedative-hypnotics, drugs that alter mood, analgesics and antibiotics. Special emphasis is placed on drugs used for chemotherapy of infection and on agents used for the control of pain and anxiety.

OBIO 863. Dental Pharmacology. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

Oral Biology — Physiology

J. Weatherred, Coordinator; D. Pashley; G. Whitford.

ANM 132 and 332. Anatomy and Physiology for Dental Hygiene. (6-0-6 hours)
See Oral Biology — Anatomy course descriptions.

PHYD 513. Human Physiology. (5-0-5 hours)
Prerequisites: Anatomy, Histology and Biochemistry
An integrated study of the functional systems of the human body ranging from molecular interaction to organismic behavior. Special emphasis is placed on those principles and concepts related to dental practice.

PHYD 520. Human Physiology. (4-0-4 hours)
Prerequisite: PHYD 513
Continuation of PHYD 513.

NS 514. Neurosciences. (4-1-5 hours)
See Oral Biology — Anatomy course descriptions.

OBIO 535. Fluoride. (1-0-1 hours)
Prerequisite: Oral Biology Courses to Date
This course provides an overview of our current understanding of how fluoride inhibits caries formation. Areas covered will include the influence of fluoride on plaque formation, bacterial metabolism, and remineralization. Other areas for discussion are a historical perspective, distribution of enamel, salivary transport, methods of delivery, arguments of antifluoridantionists, soft tissue metabolism, and toixicity.

OBIO 833. Physiology of the Stomatognathic System. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

PHY 803. Peripheral Circulation. (3-0-3 hours)
See School of Graduate Studies, Physiology course descriptions.

Oral Medicine

B. Rice, Chairman, R. Easmann, H. Merchant; P. Wynn.

OMD 220 and OMD 420. Oral Medicine for Dental Hygiene. (2-0-2 hours)
This course is designed to teach the hygienist to recognize deviations from normal, oral manifestations of systemic disease, and the effect of oral disease on systemic health.

OMD 511. Oral Diagnosis I. (2-0-2 hours)
An introduction to the technique of oral physical examination and collection of diagnostic data. The student is introduced to patient management in the clinic.

OMD 512. Physical Diagnosis. (1-0-1 hours)
Prerequisite: OMD 511
The techniques of physical examination routinely performed in a dental office are described and practiced. The collection and correlation of all pertinent health data and its importance in the diagnostic process is discussed.

OMD 522C. Clinic. (1 hour)
This is the clinical component of Oral Diagnosis and Treatment Planning. The student carries out the oral physical examination, history taking, and other diagnostic procedures indicated for the patients which have been assigned through the office of the Coordinator of Patient Care. In this clinical activity the student has the opportunity to put into practice the principles previously presented in didactic courses.

OMD 531. Nutrition. (2-0-2 hours)
Prerequisite: Biochemistry
Various aspects of nutritional counseling with patients are practiced. Some of the major nutritional problems encountered in the clinical practice of dentistry are discussed.

OMD 531C. Clinic. (1 hour)
Prerequisite: OMD 522C
This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMD 532. Oral Medicine I. (2-0-2 hours)
Prerequisites: Biochemistry, Anatomy, Microbiology, Physiology, OMD 511, OMD 512, Pathology, Oral Pathology
This course considers the oral manifestations of systemic disease and the effect of oral disease on systemic health.

OMD 533. Oral Medicine II. (3-0-3 hours)
Prerequisite: OMD 532
This is a continuation of OMD 532 largely in a problem solving format.

OMD 533C. Clinic. (1 hour)
Prerequisites: OMD 522C, OMD 531C
This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMD 542C. Clinic. (2 hours)
Prerequisites: OMD 522C, OMD 531C, OMD 533C
This is a continuation of the diagnostic and treatment planning procedures carried out for patients with oral disease problems of increasing complexity.

OMPO 533. Practitioner Orientation I. (2-0-2 hours)
This course is an introduction to the fundamental principles of practice of administration.

OMPO 541. Practitioner Orientation II. (2-0-2 hours)
Prerequisite: OMPO 533
A continuation of the principles of practice administration. The student is required to prepare a written statement on his philosophy of practice.

OMPO 542. Practitioner Orientation III. (1-0-1 hours)
Prerequisites: OMPO 533, OMPO 541
A continuation course on the principles of practice administration. The student is required to prepare a detailed manual of practice procedures. This can be utilized as a training manual.

OMTP 513. Principles of Treatment Planning I. (1-0-1 hours)
This course introduces the student to the principles used in planning comprehensive treatment for patients. This is the first of a series of courses designed to apply the principles of treatment planning to patients who present oral health problems of increasing complexity.

OMTP 521. Principles of Treatment Planning II. (1-0-1 hours)
Prerequisite: OMTP 513
This is a continuation of the principles of treatment planning. Practice is begun in applying the principles to clinical problems.

OMTP 523. Principles of Treatment Planning III. (1-0-1 hours)
Prerequisites: OMTP 513, OMTP 521
This is a continuation of the previous course. Application of fundamental principles to increasingly complex problems is practiced.

OMTP 532. Principles of Treatment Planning IV. (1-0-1 hours)
Prerequisites: Basic Science Courses in Anatomy, Physiology, Pathology and Pharmacology
Treatment planning for the medically compromised patient and the medical emergency. This course considers the modifications that must be made in treating a dental patient with some systemically compromising condition. Also considered is the dental office management of medical emergencies.

OMTP 541. Principles of Treatment Planning V. (1-0-1 hours)
Prerequisites: All previous OMTP courses
This is a continuation of the clinical application of the principles of treatment planning.

CS 543. Clinical Seminar in Principles of Treatment Planning VI. (2-0-2 hours)
(Conjointly with the Department of Occlusion)
Prerequisites: All previous OMTP courses
Each student presents a fully documented case in which he has personally applied the principles of treatment planning.

Oral Pathology

R. McKinney, Chairman; S. Kolas; D. Schaffner, B. Singh.

PATH 118. Pathology for Dental Assistants. (2-0-2 hours)
Prerequisites: Anatomy and Physiology
Lectures on the general principles of disease phenomena and diseases of the oral and paraoral regions for dental assistants.

PATH 130 and PATH 330. Pathology for Dental Hygiene. (4-0-4 hours)
Prerequisites: Anatomy, Biochemistry and Physiology
Lectures on the general principles and underlying mechanisms of disease phenomena, systemic disease, and diseases of the oral and paraoral regions as applicable to the practice of dental hygiene. Emphasis is placed on the oral manifestations of systemic disease.

PATH 522. General Pathology I. (4-1-5 hours)
Prerequisites: Histology, Biochemistry and Physiology or permission of instructor
This course embodies the basic principles of disease and abnormal anatomy. Considerable attention is given to the understanding of the mechanisms underlying biological change at the cell and subcellular levels. The parameters of cell injury, inflammation, carcinogenesis, wound healing, living agents of disease, circulatory disturbances, and inborn errors of metabolism are studied in depth.

PATH 523. Oral Pathology I. (4-0-4 hours)
Prerequisites: Gross Anatomy, Embryology, Histology, General Pathology I, Biochemistry and Physiology
This course examines the etiology, pathogenesis and clinico-pathologic aspects of oral and paraoral disease. Through the use of clinico-pathological conferences emphasis is placed on learning how to establish a diagnosis. Subjects include developmental disturbances, benign and malignant neoplasms, diseases and tumors of the salivary glands, and odontogenic cysts and tumors.

PATH 531. Oral Pathology II. (3-0-3 hours)
Prerequisite: Oral Pathology I
This course is a continuation of PATH 523, Oral Pathology I. Subjects include spread of dental infection, regressive alterations, oral manifestations of metabolic and dermatologic diseases, infectious diseases of the oral cavity, craniofacial syndromes and diseases of bone and the hematopoietic system.

PATH 532. Systemic Pathology. (3-1-3 hours)
Prerequisites: General Pathology I and Gross Anatomy (may be taken concurrently)
This course examines the disease processes that effect the various organ systems of the human body (not including the oral and perioral regions). Discussion centers around the etiology, pathologenesis, clinical implications and sequelae of various diseases. Disease alterations are examined at the gross and microscopic level in laboratory sessions. Correlation of systemic diseases of importance in dentistry are emphasized.

PATH 542. Oncology. (2-0-2 hours)
Prerequisites: General Pathology, Systemic Pathology and Oral Pathology I and II or permission of instructor
This is a multidisciplinary lecture-discussion course concerning the dental and medical aspects of the management of patients with head and neck tumors. The general objectives of the course are to provide the student with an awareness and understanding of oncologic diagnostic principles and principal modes of treatment. Topics include head and neck surgery, chemotherapy, radiotherapy, reconstructive surgery, maxillo-facial prosthodontics, emotional reaction to cancer and recent advanced in cancer research.

OBIO 852. Molecular Pathology. (2-0-2 hours)

OBIO 854, 855, 856. Oral Pathology. (1-0-1 hours each)

OBIO 857, 858, 859. Special Topics in Oral Pathology. (1-0-1 hours each)
See School of Graduate Studies, Oral Biology for the above courses descriptions.

Oral Surgery

E. Joy, Chairman; R. Bays; W. Hammer.

OSD 513. Local Anesthesia. (2-0-2 hours)
Prerequisites: Anatomy, Physiology
Local anesthesia is the introductory course in pain control and patient management. The pharmacology of local anesthetic agents is presented in detail. The clinical techniques of local anesthetic administration are presented in lecture and practiced in the laboratory.

OSD 532. Fundamentals of Oral Surgery. (2-0-2 hours)
Prerequisites: Local Anesthesia, Basic Sciences
The course consists of lectures designed to provide the student with basic information necessary to successfully complete clinical requirements in oral surgery and to subsequently complete clinical requirements in oral surgery and to subsequently perform those surgical techniques which are within the scope of a general practitioner. Introductory lectures on hospital dentistry are presented.

OSD 534. Sedation and Anxiety Control. (2-0-2 hours)
Prerequisites: Basic Sciences, Local Anesthesia, Fundamentals of Oral Surgery
This course is designed to present the basic concepts of sedation along with its rationale. The pertinent physiology and pharmacology information is presented. The techniques of inhalation and intravenous sedation are discussed and practiced in the laboratory. Psychological control of pain is also presented.

OSD 541. Advanced Oral Surgery. (3-0-3 hours)
Prerequisite: Fundamentals of Oral Surgery
Advanced Oral Surgery consists of 32 hours of lectures covering the broad scope of oral surgical procedures including orthognathic surgery, pre-prosthetic surgery, treatment of infections, management of

tumors and cysts, surgical treatment of diseases of the temporomandibular joint, treatment of facial trauma and principles of implantation and transplantation.

OSD 550C. Hospital Clerkship. (2 hours)
Prerequisites: Fundamentals of Oral Surgery, Advanced Oral Surgery, and Sedation I and II

Hospital Clerkship is a full-time, one week activity designed to give the dental student an introduction to hospital dentistry and orientation to the role of the dentist in the hospital. Students are assigned to dental services at University and Talmadge Hospitals where they take night call twice and treat oral surgery patients in the clinics and operating rooms. The students become familiar with methods of admission and discharge of patients, the hospital chart, initiating hospital orders and obtaining and providing consultations for other hospital services.

Two students at a time participate in the clerkship for one week. The week extends from 7:25 a.m. Monday to noon on Saturday. Two nights "on call" at University Hospital are included.

Orthodontics

Thomas J. Zwemer, Acting Chairman

POGD 516. Growth and Development. (1-2-3 hours)
Prerequisites: Anatomy, Occlusion, Physiology

This course covers the basic principles of growth and development along with the application of interceptive orthodontics. A series of lectures will describe the classification of malocclusion, the use of cephalometric radiographs in describing normal and abnormal and the development of occlusion through the transitional stage. Facial and whole body growth will be described in detail. Laboratory sessions will be utilized for cephalometric radiograph tracing, and the construction of various interceptive orthodontic appliances.

ORTH 534. Introduction to Minor Tooth Movement. (1-2-3 hours)
Prerequisite: POGD 516

A course teaching the fundamentals of minor tooth movements in the adult. ORTH 534 describes the techniques required for orthodontics to be used as an adjunct to restoring mature dentitions. Topics covered in lecture include biomechanics, orthodontic forces, anchorage and appliance construction. Laboratory sessions deal with the construction of a fixed molar uprighting appliance, removable appliance techniques, and minor space closing mechanics.

ORTH 542. Introduction to Orthdontic Diagnosis and Treatment Planning. (1-0-1 hours)
Prerequisites: POGD 516, ORTH 534

Orthodontics 542 is a seminar series demonstrating classic malocclusions, their etiology, diagnosis and treatment plans. Patient records will be presented which will illustrate the care and management of each type. The students will be required to abstract the records of a patient which has been treated in the Graduate Orthodontic Clinic. The abstract must include a critique of the results.

Pedodontics

D. Myers, Chairman; J. Barenie; R. Bell.

PEDO 523. Preclinical Pedodontics. (1-1-2 hours)
Didactic material and technic laboratory exercises necessary for Clinical Pedodontics.

PEDO 524. Preclinical Pedodontics. (1-1-2 hours)
Continuation of didactic material and technic laboratory exercises necessary for Clinical Pedodontics.

PEDO 533C. Clinical Pedodontics. (2 hours)

PEDO 534.* Dentistry for the Handicapped. (11-0-1 hours)
Didactic material relating to providing dental care for the handicapped.

PEDO 543C. Clinical Pedodontics. (2 hours)

POGD 516. Pedodontic-Orthodontic Growth and Development. (3-1-4 hours)
Conjoint course with the Orthodontic Department covering growth and development of the face and dentition.

*A two day course.

Periodontics

J. Clark, Chairman; J. Garnick; J. Hardin*; J. Keagle

*Joint Appointment

PER 400. Periodontics for Dental Hygiene. (2-0-2 hours)
A thorough discussion of the normal and diseased periodontium including etiology, diagnosis, and rationale for various treatment procedures.

PER 511. Periodontics. (2-0-2 hours)
This course is concerned with the healthy periodontium and chronic inflammatory periodontal diseases. Local etiologic factors, patient education, oral hygiene, prevention and an introduction to instrumentation are also covered.

PER 512. Periodontics. (3-0-3 hours)
Prerequisite: PER 511

This course is concerned with tooth surface instrumentation, gingival curettage and the history examination, diagnosis, and prognosis of patients with ordinary chronic periodontal disease.

PER 513. Periodontics. (1-0-1 hours)
Prerequisite: PER 512

PER 513 continues instruction in the periodontal diseases with discussions of acute periodontal diseases, periodontosis, desquamative gingivitis, gingival recession and periodontal trauma from occlusion. The subject of periodontal surgery is introduced with general considerations and is followed by detailed coverage of the gingivectomy.

PER 516. Periodontics. (1-0-1 hours)
Prerequisite: PER 513
Additional periodontal pocket eliminating and mucogingival plastic surgical treatment techniques are presented. Included are rationale, indications, contraindications, applications, and wound healing of each.

PER 523C. Periodontics Clinic. (1 hour)
By the end of the sixth quarter, students must have completed the necessary procedures to establish periodontal health for a minimum of four patients.

PER 524. Periodontics. (1-0-1 hours)
Prerequisite: PER 516
This course briefly reviews the aspects of periodontal surgery to which the student was introduced in the previous Spring (VI) Quarter Course. Osseous problems and related surgery are covered thoroughly with emphasis on the procedures most relevant to a progressive general practice. Systemic considerations, current thinking and controversies in etiology, perio-restorative considerations, and wound healing are also covered.

PER 533C. Periodontics Clinic. (3 hours)
Prerequisite: PER 523C
By the end of the ninth quarter, students must have completed the necessary procedures to establish periodontal health for a minimum of eight patients. Students should have participated in one surgical procedure and should have completed four quadrants of root surface instrumentation.

PER 542. Periodontics. (2-0-2 hours)
Prerequisite: All other periodontics courses.
This course serves to review and update all previous material in seminar discussions with emphasis being placed upon clinical application and patient care.

PER 543C. Periodontics Clinic. (5 hours)
Prerequisite: PER 533C
By the end of the twelfth quarter, students are to have established and maintained periodontal health of all patients under their care. They must have participated in a total of six surgical procedures and must have completed 16 quadrants of root surface instrumentation.

***PER 807. Advanced Periodontics for Dental Hygienists. (5 hours)**
A review of the principles of periodontology, etiology and classification of periodontal disease. Through lecture and seminar discussion there will be an in-depth study of the rationale of various surgical and non-surgical periodontal treatment. In addition, opportunities in clinical setting will be provided to illustrate these factors.

*Approved for credit toward a Graduate Studies degree.

Prosthodontics

A. Rahn, Chairman; G. Fiebiger; B. Goldman; R. Hill; G. Parr; V. Urbanek.

OCC 522. Occlusion for Artificial Dentition. (1-3-4 hours)
Prerequisite: OCC 513
Lectures and laboratory sessions on the various concepts of occlusion for the artificial dentition, including physiology of occlusion, philosophy, and technique of arrangement of anatomic and non-anatomic denture teeth.

COM 520. Complete Dentures. (3-8-10 hours)
Prerequisite: OCC 522
Lecture, laboratory and clinical experiences on the various aspects of complete denture construction are presented.

RPD 523. Removable Partial Dentures. (3-9-6 hours)
Prerequisites: COM 520, OCC 522
Clinical-laboratory technique course designed to teach the fundamentals of good RPD design and fabrication. Considerable emphasis is placed on examination, sequential treatment planning, and mouth preparation inclusive of occlusal modifications to assure optimal stability and occlusal harmony during function.

PRO 533. Advanced Prosthodontics. (2-2-2 hours)
Prerequisites: OCC 522, RPD 523, COM 520
Lecture and laboratory course which is primarily concerned with immediate dentures, overdentures and advanced concepts of removable partial denture design.

Radiology

W. Wege, Coordinator

RADD 128 and RADD 328. Dental Radiology for Dental Hygiene. (2-3-3 hours)
This course is designed to acquaint the dental hygiene student with the fundamentals of radiology. Intra-oral techniques for taking and processing of radiographs are taught. Clinical time is afforded for the application of these principles.

RADD 228 and RADD 428. Radiology Technique for Dental Hygiene. (0-4-1 hours)
Using knowledge and skills learned in RADD 128 and RADD 328, students receive clinical experience in the dental radiology clinic of the School of Dentistry during their second year of training. This course continues for three quarters.

RADD 513A and B. Radiology. (2-0-2 hours)
Prerequisite: College level Physics
This course covers the fundamentals of radiation production, radiation hazards and protection, dental radiographic technique, and interpretation.

Restorative

C. Morris, Chairman; J. Boshell*; Q. Davis; W. Edwards; J. Erbland*; B. Fry*; T. Garman; I. Hawkins; D. Koth; A. Nayyar; M. Ringler*; G. Schuster*; J. Sherrer; D. Smith; H. Williams.

*Joint Appointment

OPD 511. Operative Dentistry. (2-6-5 hours)
The introductory course in operative procedures which teaches the principles and techniques of conservative cavity preparation and restoration of teeth with silver amalgam and esthetic restorative materials. The laboratory consists of treating simulated natural teeth and extracted human teeth.

OPD 512. Operative Dentistry. (2-6-4 hours)
Prerequisite: OPD 511
This course is a continuation of OPD 511 that includes the use of silver amalgam in more extensively involved teeth. The latter segment of the quarter introduces the student to supervised patient treatment applying operative principles and techniques thus far acquired.

OPD 514. Operative Dentistry. (2-6-6 hours)
Prerequisites: OPD 511, OPD 512, DPS 511
This basic course encompasses the principles and techniques encountered in preparation of teeth and subsequent fabrication of gold castings for single tooth restorations.

FIX 522. Fixed Partial Prosthodontics I. (2-6-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DPS 511
The preclinical course consists of lecture and laboratory segments. The fundamentals of abutment preparation, retainer and pontic design for the fabrication of Fixed Partial prostheses are taught.

FIX 523. Fixed Partial Prosthodontics II. (1-2-4 hours)
Prerequisite: FIX 522
Fundamentals and principles taught in FIX 522 are applied in the fabrication of an anterior fixed partial prosthesis. In addition to the lecture and laboratory segments, a clinical phase is taught during which a single or multiple unit cast restoration is fabricated for a patient in the clinic.

FIX 524. Fixed Partial Prosthodontics III. (1-0-1 hours)
Prerequisites: FIX 522, FIX 523
This is a lecture-seminar course which serves to coordinate laboratory and clinical experiences. It coincides with increased clinical experience in fixed prosthodontics.

FIX 531. Dental Ceramics. (2-6-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, FIX 522, DPS 511
The fabrication and clinical application of the porcelain jacket crown, porcelain-fused-to-metal and porcelain inlay restorations are studied. Laboratory activity includes fabricating a porcelain-fused-to-metal crown, a porcelain inlay and use of ceramic pigments in characterization and shade control.

RES 522C. Restorative Clinic. (2 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511
A variety of operative procedures are performed on patients in a closely supervised clinical environment.

RES 531C. Restorative Clinic. (4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, RES 522C
A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

RES 532C. Restorative Clinic. (3 hours)
Prerequisites: OPD 511,OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C
A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

RES 533C. Restorative Clinic. (4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C
A variety of restorative procedures are performed on patients in a closely supervised clinical environment.

RES 541. Restorative Seminar I. (1-0-1 hours)
A lecture seminar course reviewing current methods of restorative treatment.

RES 541C. Restorative Clinic. (5 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C
A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

RES 542. Restorative Seminar II. (1-0-1 hours)
A lecture seminar course reviewing advancements and research in restorative materials and techniques.

RES 542C. Restorative Clinic. (0-5-5 hours)
Prerequisite: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C, RES 541C
A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

RES 543C. Restorative Clinic. (0-4-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C, RES 541C, RES 542C
A variety of restorative procedures are performed on patients in a supervised comprehensive clinical environment.

Dental Practice Dynamics

A. Smith, Coordinator; G. Heuer; S. Jackson*; R. Kaminski; R. Kaltenbach; N. Minden;

*Part-time

DAU 511. Introduction to Operatory Procedures. (1-0-1 hours)
Lectures on the care and maintenance of dental equipment; operation of dental operatory equipment; chair, patient and operator positions; instrument sterilization rationale and procedures; and basic interpersonal skills.

DPD 521. Interpersonal Communication and Behavior Modification (3 Day Period) (24-2 hours)*
Practical training in a workshop setting in techniques of communication and behavior modification ap-

propriate to the dental setting. A model of the behavorial change process is presented. Didactic-experiential presentation emphasizes the importance of human relations skills, motivation, treatment contracting, analyzing performance problems and behavioral management techniques. In addition, a section on behavorial approaches to pain control is presented. Students apply principles to actual patients during regular clinical treatment.

DPD 541. Principles and Practices of Small Business Administration. (40-3 hours)*

Within small group seminars, specific areas of business administration are discussed and applied to private practice dentistry. The subject matter includes facilities and equipment design and evaluation; the selection and management of support personnel; association and lease contracts; principles and practices of accounting and finance. Emphasis is placed on the students' ability to establish practice objectives, evaluate management situations, and make appropriate decisions.

***DPD 542C. Dental Practice Dynamics Clinic. (126-2 hours)**

Clinical practice utilizing four-handed, sit-down techniques; including the utilization and management of trained dental assistants while providing dental services for patients.

*This course is offered in a concentrated, workshop format of 3-5 days duration.

GENERAL PROGRAMS

General Programs Faculty

The General Programs Faculty (GPF), an essential resource of the Medical College of Georgia, was organized as a unit in 1977 to combine various existing academic faculty units that were not a part of one of the schools. The General Programs Faculty expertise includes areas such as research design, information and management systems, communications, library science, instructional design and technology, and curriculum development.

Members of the GPF are active in the development, instruction, and evaluation of many courses within all of the schools. They teach within the curricula of the various schools and offer courses in the programs identified below. Each member of the General Programs Faculty has a primary academic appointment in one of the following Divisions: Educational Research and Development, Health Communication, the Library, Student Affairs, and Systems and Computer Services. These Divisions are responsible to the Provost for their academic programs.

In order to take a course offered by the GPF, students must be officially registered at the Medical College of Georgia, and meet the prerequisites for the course.

Program in Health Communication Design and Technology

The Program in Health Communication Design and Technology provides course work in instructional systems and design, educational technology and instructional television. Current emphasis is on meeting the needs of students in other programs who are going to be responsible for preparing teaching/learning materials for student, patient, in-service, or continuing education settings. It is anticipated that additional courses will soon be offered in medical photography, multimedia communication systems, learning theory and graphic art for the medical researcher.

Course Descriptions

P. Brucker, Director; W. Conkright, E. Forde
Lecture-lab-credit hours are shown as (3-2-4 hours).

HC 301. Television Techniques. (3-2-4- hours)
An introduction to television equipment and basic production techniques. Emphasis is placed on hands-on experiential training.

***HC 764. Survey of Learning Resources. (1-4-3 hours)**
An introduction to current instructional technology with emphasis on audiovisual resources. Includes experience in planning, production and presentation of visual material.

***HC 801. Advanced Instructional Media. (5-0-5 hours)**
This course focuses on the improvement of health science teaching through the application of instructional development procedures with emphasis on instructional media.

***Indicates course approved for credit toward a degree in the School of Graduate Studies.**

Program in Health Library Resources, Applications and Scholarship

The Program in Health Library Resources, Applications and Scholarship provides courses in the identification, understanding, and application of health science library and information resources toward use in education, research, and patient care. There has been a demonstration of the need for students to improve skills and understanding of information gathering and use. Emphasis is on the presentation of support skills that will enable these students to achieve a higher level of understanding within their academic specialties.

An additional emphasis is on fostering an understanding that current, in-depth information is a life-long need for the health science practitioner and that a key to meeting this need is the understanding of information resources and access to them.

Program faculty engage in administration, service and research activities as well as academic programs within a philosophy that each component is strengthened by experience in the others during this era of rapid change in information resource identification and handling.

Course Descriptions

T. Basler, Director; M. Turner, Coordinator; C. Calvert; T. Coleman, L. Dennison; L. Flavin, D. Mims.
Lecture-lab-credit hours are shown as (3-2-4 hours).

HLR 301. Introduction to Library Resources and Skills. (2-0-2 hours)
Provides an introduction to the special services of a health science library and the resources provided through such a program. Emphasis is on effective use of the catalogs, MeSH terminology, and basic reference

tools. Awareness of the journal literature and access to it through the use of indexes, abstracts, and computer data bases is presented. Hands-on experience is included.

HLR 399. Independent Study in Health Resources, Applications and Scholarship. (variable credit)
Prerequisite: Approval of Instructor.
This course is designed to provide the student with guidance in accessing abstracts, indexes and data bases with specific subject expertise and enhance student skills for exhaustive searching of the health science literature.

HLR 601. Health Library Research. (2-0-2 hours)
Prerequisite: Approval of Instructor.
An application oriented course intended to enhance the ability to begin research through information gathering and then writing, publishing, and/or presenting papers concerned with the resulting research. Emphasis is placed upon awareness of the effective use of indexes, abstracts, and computer data bases as keys to the journal literature in order to begin the research process. Recognition and evaluation of journals as publication outlets is included as is the use of publication style manuals. Hands-on experience is included.

HLR 921. Independent Study in Health Library Research. (variable credit)
Prerequisite: Approval of Instructor.
Working with an instructor, the student can do research and writing for publication. An in-depth awareness of sources of information and style manuals applicable to a particular field is developed. This may include abstracts, indexes, data bases, monographs, serials, government documents, symposiums and research papers both published and unpublished.

Program in Health Professions Education

The Program in Health Professions Education offers courses in educational and behavioral sciences for students who desire additional skills in writing or research planning, or who will be engaged in (1) teaching or administration in institutions of higher learning oriented to the health professions, or (2) developing instruction or program offerings in patient, inservice or continuing education settings. Program course offerings include curriculum, evaluation, teaching strategies, instructional management, psychology of adult learning and development, scientific writing, and research design.

Program faculty engage in formal academic teaching, supervise student practicums and serve on thesis committees. These activities are in addition to professional service roles to the institution and to individual faculty in the form of consultation; data collection, analysis and publication; conducting of workshops; assistance with development of tests and other instruments; designing of research; applications for extramural funding; and the development of learning materials.

Course Descriptions

M. Levy, Director; G. Chambers, J. Collins, S. Edwards, M. Hart, L. Lewis, J. Morse, K. Morse, B. Stephens, V. Thurmond, B. Vericella.
Lecture-lab-credit hours are shown as (3-2-4 hours).

EDU 101. Medical Writing (3-0-3 hours)
(At the present time, open only to students in the Summer Student Educational Enrichment Program.)
A study of the basic principles of good writing with particular emphasis on logical organization of ideas and paraphrasing. Instruction in the use of a science library is provided as well as in grammar if needed. Students are required to write a research paper utilizing scientific journals and textbooks.

EDU 201. Medical Writing II (3-0-3 hours)
(At the present time, open only to students in the Summer Student Educational Enrichment Program.)
An in-depth study of good examples of published writing in addition to practice in synthesizing information and in writing abstracts. Students are required to write a research paper after a critical analysis of journal reports with the advisement of a faculty member.

EDU 301. Medical Writing III (3-0-3 hours)
(At the present time, open only to students in the Summer Student Educational Enrichment Program.)
Prerequisite: EDU 201 or equivalent
An advanced course in medical writing with an emphasis on clarity and conciseness. Peer review and individual instruction are the major components of the course. Students are required to critically evaluate research articles from current health professional journals and also to write a research paper under the supervision of a faculty member.

***EDU 700. Curriculum and Instruction in Higher Education (5-0-5 hours)**
Students are provided the opportunity to participate, as members of a simulated "school", in all phases of curriculum development. Based on the imperatives derived from knowledge base, learners and setting, students develop foundational documents, terminal competencies, sequence of courses, and course outlines. Also considered are issues related to curriculum evaluation, strategies for curriculum change, and reality-based constraints on curriculum development and operation.

***EDU 701. Methods of Evaluation in Higher Education. (5-0-5 hours)**
This course focuses on the analysis and construction of instruments appropriate for the evaluation of student classroom and clinic performance. Issues considered include reliability, validity, item analysis, use of scales and other observational tools, setting of performance standards, and assignment of grades.

***EDU 702. Methods of Research. (5-0-5 hours)**
This course provides an introduction to a variety of types of research, and focuses on the systematic treatment of the steps of the research process. Learning experiences include the critical analysis of research studies and the development of a research proposal.

***EDU 703. Teaching Practicum. (1-8-5 hours)**
A practicum designed to develop the student's teaching skills in classroom and clinical settings. The overall goal is to enhance the impact the graduate student has on his/her students in the areas of attitudes, skills, and content knowledge. Since this is a practicum, new content will not be included; however, the student will be expected to utilize content from previous courses.

***EDU 705. The Adult As A Learner. (5-0-5 hours)**
A course designed to assist students in analyzing implications of psychological theories of adult development and of learning preparatory to considering learning needs, goals, strategies and evaluation plans suitable for the adult learner.

***EDU 940. The Management of Learning. (3-2-4 hours)**
Theory and practice of management of learning activities; including setting objectives, planning and preparing learning activities, presenting an activity and evaluating its effectiveness.

The courses listed below, which may be of interest to students considering coursework in General Programs areas, are administered by the School of Nursing:

EDU 600. Educational Psychology (5-0-5 hours)
Theories of learning and their application in higher education.

EDU 605. Sociology of Health Care (5-0-5 hours)
The objective of this course is to facilitate the student's ability to utilize knowledge from the social and behavioral sciences (sociology, anthropology, psychology) in understanding and evaluating how social, cultural and psychological factors influence health and health care. Specific topics include: health and illness behavior, health provider roles and occupations, and the organization of health care services.

***EDU 621. Group Dynamics (4-2-5 hours)**
An experiential group course utilizing didactic material and participation in group exercises.

***Indicates course approved for credit toward a degree in the School of Graduate Studies.**

Program in Health Systems and Information Sciences

The Program in Health Systems and Information Sciences provides courses and course sequences in health systems engineering, management and information sciences, computer science, biostatistics, biomedical engineering and computer-based education. Current emphasis is on meeting the growing needs of students in other academic programs within the college for courses and course sequences in these disciplines. It is anticipated that the program will soon offer degrees to health professionals who desire in-depth training in the health systems and information sciences to better prepare them for their role within the health care system.

Program faculty engage in service and research activities as well as academics, under the philosophy that an integrated program combining education, research and service is essential to maintaining professional expertise in these rapidly evolving disciplines, as well as providing unusual opportunities for students to participate in active projects concerned with meeting institutional service needs. Program faculty engage in formal academic teaching; supervise student practica and serve on thesis advisory committees; conduct training courses, seminars and electives for faculty, staff and students; participate in joint programs with Augusta College and Georgia Institute of Technology; and engage in intramural and extramural research projects in the basic and clinical sciences, and in health facilities, health manpower and clinical services planning and operation. As a professional staff resource they provide management and information systems development services; computer services; engineering services including design construction and maintenance of specialized equipment of an electronic and mechanical nature; and consultative service in biostatistics, biomedical engineering, management and computer sciences, and computer-based education.

Course Descriptions

J. Mathews, Director; R. Bramblett; S. Etersque; R. Harp; G. King; J. Lyon; R. Pogue; P. Rutsohn; J. Searle.

Leture-lab-credit hours are shown as (3-2-4 hours).

HS 180, 380. Health Care Seminar. (2-0-2 hours)
Provides an overview of Health Delivery Systems as it presently exists and potential future trends. Topics include: 1) present health care systems 2) comparative health care systems 3) health regulation-legislation 4) future trends in Health Delivery.

HS 340. Health Information Systems I. (3-0-3 hours)
Co-requisite, HS 341

HS 341. Health Information Systems I Laboratory. (0-4-2 hours)
Co-requisite, HS 340

HS 342. Health Information Systems II. (3-0-3 hours)
Co-requisite, HS 343

HS 343. Health Information Systems II Laboratory. (0-2-1 hours
Co-requisite, HS 342

This sequence of courses provides medical record administration students with a core of knowledge that enables them to function as a primary and effective force in evaluating, designing, using and modifying

computerized health information systems, to meet the information needs of health care professionals in a responsive, timely, and uncomplicated fashion. Threaded throughout these courses are the concepts of how computers can fit into health care environments to capture, store, retrieve, and report health related information to appropriate professionals. Topics presented include: the history and development of manual, machine-processed, and computerized health information systems; characteristics of data processing and computer-related equipment; the computer programming process; features and capabilities of data base management systems; systems analysis and design techniques, tools, and processes; data security and confidentiality; and computer service bureaus as sources of health information systems software and processing. Students have access to an on-line hospital information system with the opportunity to study its functions, capabilities and design criteria.

HS 405. Introduction to Management. **(3-0-3 hours)**
An analysis of the organization and delivery of health services within institutional settings. Emphasis is placed on structural and coordinative factors affecting the effectiveness and efficiency of health institutions.

HS 400. Introduction to Management Decision Concepts. **(3-0-3 hours)**
Prerequisite: Approval of instructor
The structure of management decisions will be examined from the viewpoint of the rational manager. A framework of decision concepts will be developed, within which a logical, systematic approach can be formulated for a wide range of decision problems and opportunities. Illustrative examples will be used throughout the course to provide the health systems context.

HS 410. Departmental Systems Management Techniques. **(3-0-3 hours)**
Prerequisite: Approval of instructor
An application-oriented course in management problem solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital departments are the vehicles for presentation of systematic problem solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures; scheduling work activities, departmental organization; monitoring and controlling quality; cost reduction methods.

HS 420. Health Systems Analysis. **(3-2-3 hours)**
Prerequisite: Approval of instructor
A survey of systems analysis concepts and techniques useful as aids in the management of health-related activities will be presented. A framework for using and understanding systems analysis methods will be developed, beginning with managerial responsibilities and objectives, moving through simple do-it-yourself analysis methods, and surveying more advanced techniques employed by in-house and extramural consultants.

HS 440. Introduction to Data Processing Systems. **(3-0-3 hours)**
A study of the application of modern data processing techniques, data management, and information storage and retrieval to the needs of medical institutions.

HS 450. Elementary Medical Statistics. **(3-0-3 hours)**
Collection and analysis of health care data; rates, ratios, and indices; design of surveys; descriptive statistics; elementary probability distributions; confidence limits and significance tests; design of investigations. (Formerly STA 301.)

HS 455. Introductory Research Methodology. **(3-0-3 hours)**
An introduction to research methodology, experimental design and statistical analysis. Each student will do a critical review of a research report and design a research report.

HS 461. Electronics for Allied Health Scientists. **(2-2-3 hours)**
A course aimed at giving allied health scientists a working knowledge of the electronics used in various disciplines. Following a course in the basic principles of electronic measurement, various sub-courses can be pursued which would be appropriate for respiratory therapists, radiological technologists, physical therapists or laboratory technologists. Laboratory experience parallels the lecture material given.

HS 480. Topics in Health Information Systems I. **(1-0-1 hours)**

HS 481. Topics in Health Information Systems II. **(3-0-3 hours)**
Special studies of computer and information system applications to aid the student in better understanding, utilizing, implementing, designing, and evaluating computerized health information systems in his professional activities.

HS 494. Health Information Systems III. **(5 hours)**
Prerequisite: Approval of instructor

HS 495. Health Information Systems IV. **(4 hours)**
Prerequisite: Approval of instructor
Principles and techniques of systems analysis, including analysis aids, problem formulation, file and data base considerations; iterative requirements of the design phase; implementation criteria; system evaluation and follow-up. Students will pursue an analysis and design project in an appropriate health-related area and will apply the techniques studied to this project, thus completing the sequence of courses begun as HS 340.

HS 600. Introduction to Computers and Information Systems Technology in Health Care **(3-2-5 hours)**
Basic introduction to the use of computers, systems analysis and information systems technology in health care delivery. Overview of current and future use of computers and related technology in supporting health care delivery, with demonstrations of and practice in using local computer-based health systems.

HS 610. Departmental Management Systems Concepts. **(3-0-3 or 3-2-5 hours)**
A graduate level course in management problem solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital

departments are the vehicles for presentation of systematic problem solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures, scheduling work activities, departmental organization, monitoring and controlling quality, cost reduction methods.

HS 620. Introduction to Health Delivery Systems. (5-0-5 hours)
A study of the essential characteristics of current health delivery systems of this country, and comparisons with other health delivery systems. Included will be a review of financing, organization, legislation, controlling, problems, and trends. The purpose of this course is to help the student/health-care provider develop a basic understanding of our health delivery system from a broad-based perspective.

HS 625. Accounting and Financial Analysis for Nurse Administrators. (5-0-5 hours)
This course is designed to provide the nurse administrator with sufficient background to participate in the financial decision-making process within a health delivery institution. Emphasis will be placed on: (1) The Accounting Cycle, (2) The Financial Management Process, (3) Financial Control, (4) Budgeting for Operations and Capital Expenditures, (5) Reimbursement Systems — Sources of Revenue, and (6) Financial Tools — Cost/Benefit Analysis.

***HS 630. Introduction to Biomedical Computing. (3-2-5 hours)**
Introduction to computers and their use in analyzing biomedical data. Emphasis is on the logic of formulating algorighms for use on the computer and translating these into computer programs using the BASIC computer language. (Formerly STA 601.)

***HS 631. Advanced Techniques in Biomedical Computing I. (3-0-3 hours)**
Prerequisites: HS 630, STA 601 or equivalent
Introduction to FORTRAN language and advanced techniques for processing and analyzing biomedical data. Use of program packages for numerical and statistical analysis. Organization of large files and data banks. Students will be encouraged to learn these methods using research problems from their own professional areas.

***HS 632. Advanced Techniques in Biomedical Computing II. (3-0-3 hours)**
Use of small computers in biomedical research and clinical laboratories and ASSEMBLER language programming. Processing and analysis of biological signals, including smoothing, filtering and data reduction techniques. Students will be encouraged to learn these methods using research problems of their own choice.

HS 635. Computers in Education. (3-0-3 or 3-2-5 hours)
Introduction to use of computers in education, including computer-assisted instruction (CAI) and computer-managed instruction (CMI). Survey of general concepts, authoring systems and computer languages, computer terminals and systems, and currently available instruction modules. Practical experience in implementing an instructional routine of the student's choice.

HS 645. Health Information Systems. (3-0-3 hours)
Concepts and principles of health information systems, hospital information systems with emphasis on flow of patient data throughout the hospital, systems for organizing and managing information flow, and use of computers in the information system and in specialized hospital service and patient care areas. A major purpose of this course is to make the students more discriminating and effective users of automated information systems by training them in the skills of defining problems and of developing specifications for information systems application.

HS 780. Special Topics. (Variable credit)
Work designed to meet special needs of individual or small groups of students, on a topic in health systems and information sciences.

***HS 850. Biometry: Introductory Research Statistics. (3-2-5 hours)**
General principles and methods of statistics as applied to biological research. Descriptive statistics, fundamental probability distributions, estimations and hypothesis testing, introduction to analysis of variance. (Formerly STA 801.)

***HS 851. Biometry: Advanced Research Statistics I. (3-0-3 hours)**
Prerequisites: HS 850, STA 801 or equivalent.
Regression and correlation analysis, curve-fitting, design of experiments, analysis of variance and analysis of frequency data.

***HS 852. Biometry: Advanced Research Statistics II. (3-0-3 hours)**
Prerequisites: HS 850, STA 801 or equivalent.
Nonparametric statistical techniques and an introduction to multivariate analysis.

HS 860. Application of Control Theory to Physiological Systems. (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 or approval of instructor
The study of the techniques used to mathematically describe a physiological process and aspects of control theory that are effective in the analysis of a system. Computer simulation of selected physiological systems.

HS 861. Electronics As Applied to Medicine. (2-4-3 hours)
The modern biological scientist is assisted in his work by a wide range of electronic instrumentation to the point where an understanding of instrumentation techniques is vital. Biomedical Engineering has developed a teaching system which consists of a course in basic electronics, which is a prerequisite to sub-courses in electronics for cardiovascular studies and digital circuitry. Other subcourses on electrophysiology, instrumentation for biochemistry, and laboratory computer applications are in preparation. Appropriate sub-courses can be taken by a student to match his particular field.

***Indicates courses approved for credit toward a degree in the School of Graduate Studies.**

SCHOOL OF GRADUATE STUDIES

Dean — Dr. Sam A. Singal

Graduate Studies Calendar

Students in the School of Graduate Studies who take courses in other MCG schools or at Augusta College should expect to comply with the academic calendars which control the scheduling in these other units. Dates will vary according to the schedule of the school offering the course.

	1981
Fall Quarter	
School of Medicine Phase II classes begin	August 31
Labor Day	September 7
School of Medicine Phase I classes begin	September 8
Orientation for new students and registration for all students	September 14
Classes begin	September 15
Late fee begins	September 15
Augusta College classes begin	September 16
Last day for late registration and schedule changes	September 21
Midterm: Last day to withdraw from a course without penalty	October 21
Last day to apply for March graduation	October 21
Pre-registration for winter quarter	November 2-5
Thanksgiving recess	November 26-29
Last day of Phase I, II classes	December 11
Phase I, II winter quarter classes begin	December 14
Last day of graduate classes	December 15
Examinations	December 16-18
Term ends	December 18
	1982
Winter Quarter	
Phase I, II classes resume	January 4
Registration	January 4
Classes begin	January 5
Late fee begins	January 5
Last day for late registration and schedule changes	January 7
Midterm: Last day to withdraw from a course without penalty	February 8
Last day to apply for June graduation	February 8
Pre-registration for spring quarter	February 8-11
Last day of Phase I, II classes	March 5
Phase I, II spring quarter classes begin	March 8
Last day of classes	March 10
Examinations	March 11-12, 15-16
Term ends (except for Phase I, II classes)	March 16

*There are differences in the AC and MCG calendars for winter quarter. Students taking AC courses should consult the AC calendar.

	1982
Spring Quarter	
Phase I, II classes begin	March 8
Registration	March 17
Classes begin	March 18
Late fee begins	March 18
AC classes begin	March 29
Last day for late registration and schedule changes	March 30
Spring recess	April 3-11
Pre-registration for summer and fall quarters	April 26-29
Midterm: Last day to withdraw from a course without penalty	April 30
Last day to apply for August graduation	April 30
Last day of Phase II classes	May 22
Last day of Phase I, graduate classes	May 28
Examinations	May 31, June 1-3
Term ends	June 3
Graduation	June 5
	1982
Summer Quarter	
Registration	June 16
Classes begin	June 17
Late fee begins	June 17
Last day for late registration and schedule changes	June 21
Independence Day holiday	July 5
Pre-registration for fall quarter	July 12-15
Midterm: Last day to withdraw from a MCG course without penalty	July 16
Last day to apply for December graduation	July 16
Last day of classes	August 23
Examinations	August 24-27
Term ends	August 27

School of Graduate Studies

The School of Graduate Studies is an administrative unit dealing with graduate study. The graduate program is administered by the Dean of the School of Graduate Studies. The office is located in Room 2-K1, Sanders Research and Education Building. Correspondence or inquiries should be sent to: School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912.

Council

The Graduate Council is composed of faculty members appointed by the Dean to represent each of the fields participating in the graduate program. The Council advises the Dean in formulating policies and regulations which govern graduate work.

Faculty

The members of the graduate faculty are indicated by an asterisk preceding their names in the General Faculty list in the back of this Catalog.

The Graduate Faculty elects from their membership an Executive Committee to serve as the governing body of the Graduate Faculty Organization. The purpose of the Organization is to promote the development of the Graduate Program and to serve in an advisory role to the Dean.

Graduate Student Association

This organization has been formed to represent the graduate students within the framework of the school and the Medical College of Georgia. All graduate students are urged to participate.

Objectives

The primary goals of the School of Graduate Studies are to provide excellence in education on the graduate level in human biology for those interested in careers in health science professions; to supply leadership in basic research in areas of human biology so as to provide a firm foundation for the conquest of disease; and to provide academicians to man health science professional schools.

It offers superior students an opportunity to realize the full extent of their capabilities and to gain an intimate acquaintanceship with the fundamental concepts of their field that will enable them to achieve the highest degree of competence in their chosen discipline.

Degrees

The college is authorized by the Board of Regents of the University System of Georgia to grant advanced degrees through the School of Graduate Studies. Since graduate study is a full-time endeavor and expensive in terms of faculty and other crucial resources, primary consideration will be given to applicants having as their career objectives the completion of a course of study leading to the Doctor of Philosophy degree or a professional master's degree.

Doctor of Philosophy

This advanced degree will not be conferred solely as a result of a prescribed period of study nor upon the completion of any definite amount of work described in advance. The degree will be conferred in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge as determined by the faculty. Evidence of such attainment must be provided through the passing of such written and oral examinations as may be required and through the presentation of an acceptable dissertation based upon independent research. This degree will be conferred on candidates who have met all the requirements in one of the basic biomedical sciences: Anatomy, Biochemistry, Endocrinology, Microbiology, Pharmacology or Physiology.

Doctor of Philosophy-Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in the basic sciences. The requirements are similar to those described for the Ph.D. degree. This program is only available to accepted medical students.

Master of Science

This advanced general degree is a research degree and will be conferred on candidates who have met requirements in one of the basic biomedical sciences: Anatomy, Biochemistry, Endocrinology, Microbiology, Pharmacology, and Physiology.

Master of Science-Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in one of the basic biomedical sciences. The program is only available to accepted medical students.

Master of Science in Oral Biology

This advanced degree is a research degree and will be conferred on candidates who have met the requirements in the field of Oral Biology.

Master of Science in Oral Biology-Doctor of Dental Medicine

This program provides the unusual candidate with the opportunity to obtain both the Master of Science and the Doctor of Dental Medicine degrees with research work being performed in Oral Biology. The program is only available to accepted dental students.

Master of Science in Medical Illustration

This advanced professional degree will be conferred on candidates who have met requirements in the field of Medical Illustration.

Master of Health Education

This advanced professional degree is an educational degree and will be conferred on candidates who have met requirements in the field of Allied Health Sciences in the areas of Dental Hygiene, Occupational Therapy, Medical Technology and Physical Therapy.

Application Procedures

Send or direct all application materials (application form, application supplement, reference reports, transcripts and GRE scores) to the Dean, School of Graduate Studies. A complete application consists of the following three items.:

1. **Application**
   A complete application form, an application supplement and reference reports are required for those seeking admission to the School of Graduate Studies. Application materials can be obtained by writing the Dean, School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912.

2. **Transcripts**
   Official transcripts of all previous and current college, graduate or professional studies must be received before applications are considered. Transcripts must be received directly from schools attended.

3. **Graduate Record Examination (GRE) Scores**
   The Aptitude Test and Advanced Test (either chemistry or biology) scores are required of all applicants, except those to the master's program in Medical Illustration and Health Education, who are required to take only the Aptitude Test. Applicants should take the GRE as early as possible in their senior undergraduate year, preferably at one of the fall administrations. The Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE if indicated and approved by the department. The GRE scores should be forwarded to the Dean, School of Graduate Studies. The GRE score reporting code of the School of Graduate Studies is R5406-4.

   Final selection of students for admission is subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department.

4. **Physical Examination**
   Upon acceptance to the School of Graduate Studies a student will be sent a Student Health Record form, which is to be completed and mailed by the examining physician directly to Student Health, Medical College of Georgia, Augusta, Georgia 30912.

Admission of Foreign Students

Graduates of foreign colleges and universities who meet the standards of admission described above may be considered for admission. Those interested should identify the country of citizenship and the desired field of study in an initial communication. In addition to the other entrance materials, the applicant must submit the results of the Test of English as a Foreign Language. Arrangements for this examination can be made by requesting information concerning examination and locations of examinations from the Educational Testing Service, Princeton, New Jersey 08540. Foreign applicants must start the process of securing admission at least six months before the beginning of the desired time of acceptance.

Registration

The academic program of the student is planned in consultation with the student's major advisor or with the department's Graduate Education Director before selection of a major advisor. All students begin registration at the School of Graduate Studies Office before completing registration at the registration center. Changes in registration are recognized and valid only if they have been made with the consent of the major advisor, the dean, and the registrar.

An applicant's registration and class attendance constitute an agreement on the part of the applicant to comply with the rules and regulations of the college as published in this Catalog and other official publications of the college during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the Dean and other designated officers that academic grades and progress are satisfactory, that rules of the college are being complied with,

and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is allowed. Auditors pay usual tuition and laboratory fees.

Fees and Expenses

Please see General Information section on Fees and Expenses for additional information on deposits, housing, insurance, fees and other costs.

Fees for graduate students enrolled for 12 quarter hours or more:

Matriculation Fee — $236 per quarter

Non-Resident Fee (in addition to Matriculation Fee) — $448 per quarter. See General Information on State Residency Policy.

Fees for graduate students enrolled for less than 12 quarter hours:

Matriculation Fee — $20 per quarter hour

Non-Resident Fee (in addition to Matriculation Fee) for students enrolled less than 12 quarter hours — $37 per quarter hour.

Scholastic Regulations

Classification of Graduate Students

Students may be admitted to the School of Graduate Studies under either of the following classifications:

1. Regular Graduate Student. A student who is admitted to the School of Graduate Studies and who wishes to earn an advanced degree. Such a student, however, is not specifically considered either a doctoral or master's student until he or she has met the requirements for candidacy for a particular degree. (See degree requirements below.)
2. Special Graduate Student. A student who is admitted to the School of Graduate Studies and who does not wish to earn an advanced degree, or who is admitted conditionally, and may later be reclassified as a regular graduate student upon satisfaction of such conditions as may be specified. Transfer from this category to "regular graduate student" status is not automatic.

Grades

All credit is expressed in quarter hours. An academic year is composed of three quarters. A student must maintain an average of "B" or better (or "S" on 900 courses) in his chosen discipline. Only those courses for which a grade of "C" or better is received may be credited toward satisfaction of any degree requirement. Students who receive the grade "Incomplete" will have one quarter in which to complete the work for the course and remove this grade or it will be changed to "F" automatically at the end of the first quarter following receipt of the "I." Students needing more than one quarter to remove the "Incomplete" must have written permission of the instructor with the concurrence of the Dean to present to the registrar. Continuation of study in the School of Graduate Studies is contingent on satisfactory progress and the maintenance of a minimum cumulative weighted quality point average of 2.8 in the 600, 700 and 800 courses. A student whose quality point average falls short of 2.8 will be automatically placed on academic probation in which case the student must maintain a weighted quality point average greater than 3.0 on 600, 700 and 800 courses for two consecutive quarters, in order to remove the probation. A graduate student will not be eligible for graduation unless his official college transcript shows that he has an overall weighted quality point average of 2.8 on all the 600, 700 and 800 (graduate) courses that he has taken at this institution.

When a course is repeated, both the original and the second grade and hours for repeated courses taken at MCG will be used in computing the grade point average, but only the hours for the last of these courses will be counted toward meeting the total hours earned for graduation. The Graduate School discourages the retaking of courses to improve grades. Courses may be retaken only after approval of a petition to the Dean. Permission of the course instructor and department chairman is required before submission of the petition.

Grading System for the School of Graduate Studies

Grade	Description	Quality Points
For 600, 700 and 800 courses		
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0
I	Incomplete	Not computed
W	Withdrew	Not computed
For 900 courses		
I	Incomplete	Not computed
W	Withdrew	Not computed
S	Credit for participation in seminar (901-2-3) or credit for conduct of research (921 or 930)	Not computed
U	Performance in seminars or research of such quality that no credit is given	Not computed

See Academic Regulations in General Information for full description of I, W, S and U.

Course Numbering System

Courses in the School of Graduate Studies are numbered from 600-999. Those courses preceded by an asterisk are approved for credit by the School of Graduate Studies. Courses are open to all students at the discretion of the department involved. Prior approval must be obtained through the Graduate School Office by students desiring to take graduate courses, but who are not enrolled in the School of Graduate Studies.

Acceptance of Graduate Credit by Transfer

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree.

In the case of a prospective Ph.D. candidate entering the School of Graduate Studies with a master's degree from another institution, the candidate shall pass an examination on his major subject and thesis during the first quarter of residence if credit for any pertinent portion of the master's course work (30 quarter hours maximum usually allowed) is to be applied to the Ph.D. The transfer of any course work beyond the master's level is a matter for negotiation between the student, his advisory committee, his major department and the Dean. In general, no more than 60 quarter hours may be transferred toward the Ph.D., under any circumstances.

At the discretion of the Dean and the faculty of the major department, up to ten quarter hours credit toward a master's degree may be transferred.

M.S.-M.D. degree: A maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first (or second) year of medical curriculum, as recommended by the candidate's advisory committee to the Dean.

In all cases any graduate course work to be transferred must have the final approval of the Dean.

Major Advisor

Upon admission to a degree program a major advisor is selected who will serve as chairman of the student's advisory committee. It is necessary that the student confer with the department graduate education director or the major advisor prior to his first enrollment in graduate work. The chairman must approve, prior to his first enrollment, any course to be counted toward a degree.

Advisory Committee

An advisory committee will have the student's major advisor as chairman. At the proper time the chairman of the committee, after consultation with the student, will suggest to the department chairman the names of additional members of the faculty to serve as members of the student's advisory committee. One or two members of the committee will be from outside the student's major department. The department chairman will recommend the committee to the Dean and upon his concurrence, the committee will then be formally appointed by the departmental chairman.

This committee will guide the student in planning a program of study and/or research. The student will submit a program of study to the advisory committee for review and indication of any modifications that are necessary. This committee also will review, suggest revisions and approve the student's plan of research. Students in certain Master of Science programs that are not research oriented will have an advisory committee which will serve in relevant functions. See individual programs for activities of the advisory committee.

Residence and Time Limit

The minimum requirement for the Doctor of Philosophy degree is three full academic years beyond the bachelor's degree which cannot be satisfied through summer work alone. At least three full consecutive quarters immediately prior to completion of degree requirements must be spent in residence on the campus. If the student has part-time duties (employment or a teaching

assistantship), the residence requirements will be increased accordingly to provide the equivalent of three quarters of full-time study in residence. All course work and other requirements for the Doctor of Philosophy degree, except the Final Oral Examination, must be completed within six consecutive calendar years.

The minimum residence requirements for all masters' degrees is one full academic year. All work credited toward a master's degree, including the final oral examination, must be completed within five consecutive calendar years.

Financial Aid

Fellowships, Traineeships, Assistantships

The fellowships and assistantships offered by the School of Graduate Studies are listed below. Further information is available from the School of Graduate Studies' office. Students should also write for the Student Financial Aids Bulletin. (See General Information.)

Medical College of Georgia Graduate Teaching Assistantships

Graduate teaching assistantships carry stipends of $5,100 per calendar year and are awarded to outstanding students. Holders of these fellowships are required to enroll for not less than 20 hours per quarter. See section on General Information regarding waiver of out of state fees.

The Doctor of Philosophy Degree Program

Requirements for Admission:

1. A bachelor's degree or equivalent from an accredited college or university.

2. Adequate preparation in the field of proposed graduate study, as determined by the faculty in that field. Departmental recommendations:

   Anatomy
   Recommended preparation: An undergraduate major in zoology or general biology, or a major in chemistry or physics with a minor in zoology or general biology (at least three basic courses.)

   Cell and Molecular Biology
   Biochemistry
   Recommended preparation: Courses at the college level in physics, mathematics through integral calculus, biology, organic chemistry through qualitative organic and a year of physical chemistry.

   Microbiology
   Recommended preparation: Adequate background in biology and chemistry, usually an undergraduate major in biology and a minor in chemistry, or a major in chemistry with a minor in biology.

   Endocrinology
   Recommended preparation: Course work in inorganic, organic and physical chemistry, qualitative and quantitative analysis, and in biological sciences including such courses as physiology, anatomy, histology, embryology, zoology, etc.

   Pharmacology
   Recommended preparation: Major training in at least one of the following fields: zoology, anatomy, microbiology, physiology, biochemistry, mathematics or electronics. Courses in several of the fields other than the major field are desirable.

   Physiology
   Recommended preparation: Chemistry through organic, physical and quantitative analysis, an introductory course in zoology, one course each in comparative anatomy and embryology, a full year in physics and mathematics through differential and integral calculus. The Graduate Record Examination is required of all Physiology applicants.

3. Satisfactory scores on the Aptitude Test and the Advanced Test of the Graduate Record Examination. The Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE if indicated and approved by the department.

Requirements for Graduation:

1. Graduate Study
   A minimum of three academic years of full-time graduate study beyond the bachelor's degree is required.
2. Residence
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.
3. Coursework Proposal and Research Proposal
   A program of study and proposed research plan as the basis for a dissertation, which has been approved by the student's advisory committee, departmental chairman and the Dean.
4. Research Tools
   The student must demonstrate a knowledge of two appropriate tools of research. The student may offer two modern languages; French, German and Russian are recom-

mended. However, graduate courses in computer programming language or statistics may be substituted if it has greater relevance to the candidates program of study and is recommended by the advisory committee and the departmental chairman. The native language may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy one foreign language requirement.

5. The Ph.D. General Examination
The Ph.D. general examination is divided into two parts: (1) a First Examination, and (2) a Second Examination. These examinations will be as follows:

First Examination

The First Examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his graduate studies. This examination may also serve as the Final Comprehensive Examination for the Master of Science degree if the department so decides.

The First Examination may be taken after a minimum of 30 quarter hours of graduate study provided at least 10 of these hours are at the "700" and "800" level. It must be successfully passed before the student will be permitted to register for more than a total of 8 quarter hours of graduate study or become a candidate for a graduate degree. In the event of failure, the First Examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved Coursework Proposal and Research Proposal for the Ph.D. before becoming eligible to take the First Examination. The First Examination will be a written test that occupies two half days or one full day. The examination will be prepared and graded by the faculty of the department under the supervision of the departmental chairman. This is consistent with the scope and breadth intended for this examination. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date.

The results will be certified to the Graduate School by the chairman and the student's written answers will be filed with the department.

Second Examination

This examination will test the student's understanding of his specialized field of study, his ability to apply basic information and his understanding of the literature. The committee administering the examination will define the student's field of study. At least one academic quarter must elapse after the successful completion of the First Examination and the Second Examination. It is the responsibility of the student and his advisor to petition the Dean of the School of Graduate Studies to schedule this examination. The examination is written and usually occupies two half days or one full day. A two-hour oral examination may be substituted for one-third of the written examination. The Second Examination will be prepared by the student's advisory committee with one outside examiner appointed by the Dean of the School in attendance, submitted to the Graduate School for approval by the departmental chairman, and graded by the student's advisory committee under the supervision of the departmental chairman. The outside examiner does not participate in the examination preparation but sees that all procedures of the examination are being conducted within the guidelines of the School of Graduate Studies.

The results will be certified to the Graduate School by the chairman and the student's written answers will be filed with the department. A majority of the committee is needed for the student to pass. In the event of failure, this examination can be retaken once if recommended by the examining committee and the chairman of the department and approved by the Dean of the School of Graduate Studies. At least two quarters of additional study are required before the examination may be retaken.

6. Admission to Candidacy for the Doctor of Philosophy Degree
A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3, 4, and 5 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the Ph.D. at least three quarters before the proposed graduation date.
7. Application for Graduation
Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.

8. Dissertation
   A dissertation based on original investigation, which gives evidence of independent thinking, scholarly ability and critical judgement, and indicates familiarity with research methods and techniques is required. Directions for preparation of the dissertation are available in the School of Graduate Studies' office. At least eight weeks before the proposed date of graduation, the dissertation, proof-read and corrected (in pencil) by the student and his major advisor, is distributed by the student to members of the student's advisory committee. The committee's role is not to correct grammar, rhetoric or indicate typing mistakes, but to evaluate content and concepts. At least five weeks before the proposed date of graduation, one corrected copy of the dissertation and the Dissertation Approval Form (GS-6) signed by the chairman should be forwarded to the Dean. The signed form indicates that the members of the committee have read the reader's copy of the dissertation and find it acceptable for the purpose of examining the student. The student will be held responsible, under the supervision of the chairman, for making all changes recommended by the committee.
9. Final Oral Examination
   Satisfactory performance on the Final Oral Examination, in which the student defends his dissertation before his advisory committee and three readers, is required. This examination is based primarily on the dissertation and the field of knowledge that constitutes the student's major subject.

   It is the responsibility of the student and his major advisor to meet with the departmental chairman to select three readers, who are to be approved by the Dean. These readers are external examiners, who participate and vote along with the members of the student's advisory committee in the Final Oral Examination. Corrected copies of the dissertation are to be distributed to the readers after approval by the advisory committee.

   The Dean or his representative will attend all final oral examinations for the Ph.D. degree and will require a corrected copy of the dissertation two weeks in advance of the Final Oral Examination. Notification in writing will be sent to the Dean from the department chairman stating that the student is ready for the Final Oral Examination, a time and place have been established, and all advisory committee members, readers and the Dean have been notified. This examination is open to the public and all members of the faculty and student body are invited to attend.

   After a successful Final Oral Examination, three final copies of the dissertation must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirement of the student's major department or the institution is required.

    Additional requirements: Upon satisfactory completion of the Final Oral Examination, students must come by the School of Graduate Studies' office and complete a Survey of Earned Doctorates form. This is required by the National Research Council of all students graduating with a doctoral degree.

The Master of Science Degree Program

Requirements for Admission:

These are identical with those for the Ph.D. Degree program.

Requirements for Graduation

1. Graduate Study
   Forty-five quarter hours of graduate study beyond the bachelor's degree is required. A minimum of 30 quarter hours must be allocated to graduate course work in or related to the major field, at least ten of these hours to be in "800 level" courses.
2. Residence
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.
3. Program of Study and Research Proposal
   A program of study and a research plan proposed as a basis of a thesis, which has been approved by the advisory committee, the chairman and the Dean.
4. Research Tools
   Reading knowledge of one foreign language is required. French, German, and Russian are recommended. However, graduate courses in computer language or statistics may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy the foreign language requirement.
5. Admission to Candidacy for the Master of Science Degree
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of

Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.

6. Comprehensive Examination (Departmental Option)
   The Comprehensive Examination may be taken after a minimum of 30 quarter hours of graduate study, provided at least ten of these hours are at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of eight quarters of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. before being eligible to take the Comprehensive Examination. The Comprehensive Examination will be a written test that occupies two half days or one full day. The examination will be prepared by the faculty of the department. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date and will be graded by the faculty under the supervision of the chairman of the department involved and the student's written answers will be filed with the department.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
8. Thesis
   A thesis based on original investigation is required. Directions for preparation of the thesis are available in the School of Graduate Studies' office. The scheduling of the preparation of the thesis and its review by the advisory committee is identical with that for the Ph.D. dissertation (see appropriate section).
9. Final Oral Examination
   Satisfactory performance on the Final Oral Examination in which the student defends his thesis before his advisory committee is required. This examination is based primarily on the thesis and the field of knowledge that constitutes the student's major subject. The scheduling and conducting of this examination is identical with that for the Ph.D. dissertation, except that the three readers (external examiners) are not required for this Final Oral Examination. After a successful Final Oral Examination, three final copies of the thesis must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Combined Doctor of Philosophy-Doctor of Medicine and Master of Science-Doctor of Medicine Degrees Programs

Requirements for Admission:

Applicant must be enrolled in the School of Medicine and should be in the process of completing, in good standing, his first or second year of the medical curriculum. He will require two letters of recommendation from the faculty of the School of Medicine.

The requirements for the combined degree programs are not substantially different from those of the individual degree programs.

Requirements for Graduation:

Doctor of Philosophy-Doctor of Medicine Degree Program.

1. Graduate Study and Residence
   It is anticipated that the Ph.D.-M.D. program will require 6 years.
2. Program of Study and Research Proposal
   Within the first three months after enrollment as a Ph.D.-M.D. candidate, an advisory committee will be established with the student's major professor as its chairman. The advisory committee will consist of four individuals in addition to the major professor, with a representative from at least one other department. The committee will plan and direct the student's program of study and research that will be proposed as the basis for a dissertation, which has been approved by the student's advisory committee, the department chairman and the Dean.
3. Research Tools
   See Requirements for Graduation, Doctor of Philosophy degree.
4. The Ph.D. General Examination
   See Requirements for Graduation, Doctor of Philosophy degree.
5. Admission to Candidacy for the Doctor of Philosophy degree
   A student will be admitted to candidacy for this degree by the dean of the School of Graduate Studies when he has met requirements 2, 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is

no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree.
6. Application for Graduation
Each candidate for a graduate degree must apply for graduation.
7. Dissertation
See Requirements for Graduation, Doctor of Philosophy degree.
8. Final Oral Examination
See Requirements for Graduation, Doctor of Philosophy degree.
9. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department, or the institution is required.

Requirements for Graduation:
Master of Science-
Doctor of Medicine Degree Program.
1. Graduate Study
Forty-five quarter hours of graduate study are required, of which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the 1st (or 2nd) year of the medical curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problem (921) and research (930). Course work programs will be arranged on an individual basis.
2. Residence
One full academic year in residence as a graduate student is required. It is anticipated that the minimum time for the combined M.S.-M.D. degree would be 4½ years.
3. Program of Study and Research Proposal
Within the first three months of the student's enrollment as a M.S.-M.D. candidate, an advisory committee will be established with his major professor as its chairman. The advisory committee should consist of approximately four individuals in addition to the major professor with at least one representative from another department. This committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's advisory committee, the departmental chairman and approved by the Dean.
4. Research Tools
See Requirements for Graduation, Master of Science degree.
5. Admission to candidacy for the Master of Science degree
See Requirements for Graduation, Master of Science degree.
6. Comprehensive Examination (Department Option)
See Requirements for Graduation, Master of Science degree.
7. Application for Graduation
Each candidate for a graduate degree must apply for graduation.
8. Thesis
See Requirements for Graduation, Master of Science degree.
9. Final Oral Examination
See Requirements for Graduation, Master of Science degree.
10. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Master of Science in Oral Biology Degree Program

Requirements for Admission:
1. A.D.M.D. or D.D.S. degree, or its equivalent, from a recognized School of Dentistry.
2. Adequate preparation in the field of proposed graduate study as determined by the faculty of the Oral Biology Department.
3. Satisfactory scores on the Aptitude Test and the advanced portion of the Graduate Record Examination or the Dental Admission Test (DAT).
4. A satisfactory physical examination.

Requirements for Graduation:
1. Graduate Study
Forty-five quarter hours of graduate study is required. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in or related to the major field, including 8 of the 12 hours of core curriculum consisting of OBIO 811, 822, 833, 841, 852, 863 or acceptable equivalents. No course of the 600-700 series or an equivalent course, nor any course than the student used to satisfy any requirement for a professional degree, or an equivalent course, may be used to satisfy this requirement. Thirty quarter hours of the required 45 are to be allocated to seminars (901, 902 and 903), investigation of a problem (921) and research (930) for the thesis.
Each graduate student is required to present a total of four seminars (2 seminars/year). All Oral Biology graduate students in residence, registered part or full-time are required to attend all Oral Biology Graduate Seminars until the time of their graduation.
2. Residence
Two full academic years in residence are required.
3. Program of Study and Research Proposal
A program of study and a research plan proposed as the basis for a thesis, which have been approved by the advisory committee, the departmental chairman and the Dean.

4. Research Tools
   Reading knowledge of one foreign language is required. French, German, and Russian are recommended. Another language or a research technique chosen from a computer programming language or mathematical method, e.g., HS 850, 851, 852 may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement. Foreign students may be permitted to substitute English to satisfy the foreign language requirement.
5. Admission to candidacy for the Master of Science Degree
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he/she has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he/she is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.
6. Comprehensive Examination (Departmental Option)
   This examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his graduate studies.

   This examination may be taken after a minimum of 30 quarter hours of graduate study provided at least ten of these hours are in courses at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of eight quarter of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. degree before he is eligible to take this examination.

   This examination will be a written test that occupies two half days or one full day. The examination will be prepared by the departmental faculty. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date, and will be graded by the faculty under the supervision of the department chairman. The results will be certified to the Graduate School by the chairman of the department involved and the student's written answers will be filed with the department.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' Office.
8. Thesis
   See Requirements for Graduation, Master of Science degree.
9. Final Oral Examination
   See Requirements for Graduation, Master of Science degree.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department, or the institution is required.

Combined Master of Science in Oral Biology And Doctor of Dental Medicine Degrees Programs

This program provides the unusual candidate with the opportunity to obtain both the Master of Science and the Doctor of Dental Medicine degrees with research work being performed in Oral Biology. The program is only available to accepted dental students.

Requirements for Admission:

Applicants must be enrolled in the School of Dentistry and in good academic and clinical standing. Two letters of recommendation are required, one from the Dean and one from the Associate Dean for Biological Sciences.

The requirements for the combined degree programs are essentially those of the individual degree programs.

Requirements for Graduation:

1. Graduate Study
   Forty five quarter hours of graduate study are required of which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first, second, or third year of the dental curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) and/or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problems (921) and research (930). Course work programs will be arranged on an individual basis.
2. Residency
   One full academic year in residence as a graduate student is required. Depending upon when the student embarks upon the graduate course of study, the M.S. in Oral Biology and D.M.D. degrees may be awarded at different times.

3. Program of Study and Research Proposal
   Within the first three months of the student's enrollment as an M.S. in Oral Biology — D.M.D. candidate, an advisory committee will be established with the student's major professor as Chairman. The Advisory Committee should consist of four individuals in addition to the major professor with at least one representative from another department. The Advisory Committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's Advisory Committee, the department chairman and approved by the Dean.
4. Research Tools
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
5. Admission to Candidacy for the Master of Science Degree
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
6. Comprehensive Examination (Departmental Option)
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies Office.
8. Thesis
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
9. Final Oral Examination
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department of the institution is required.

The Master of Science in Medical Illustration Degree Program

This program of study provides education and training in the visual interpretation of medical and bioscientifical information for use in a variety of communication media including publications, slides, motion pictures, exhibits, television and three-dimensional materials. Emphasis is placed on developing the student's talents and skills as an artist to solve problems in the presentation of information so that the visual solution is not only clear and accurate, but also appropriate for its stated need and intended use.

This graduate program is one of only five in the country which have been accredited by the Association of Medical Illustrators.

Requirements for Admission:

1. A bachelor's degree from an accredited college or university.
2. Required preparation as follows:
   Biology/Zoology — These four courses must be passed with a 3.0 cumulative grade point average.
   a) Comparative Vertebrate Anatomy of Vertebrate Morphology, with lab including student dissection of a mammal
   b) Histology
   c) Embryology (b or c should include laboratory use of microscope)
   d) Human Physiology (a course in General Physiology or Vertebrate Physiology would be acceptable)

   ART
   a) Life Drawing from the model (at least one course; additional courses are recommended)
   b) Although no other specific courses are required, a student is expected to have a strong background in studio art.
3. Superior ability in drawing and rendering realistically from observation of the nude model and still-life subjects, as demonstrated through submission of a portfolio of specified original artwork.
4. A personal interview. In order to avoid unnecessary expense to the student, an interview is requested only after a preliminary evaluation has determined that the student meets all of the above requirements or can meet them prior to the beginning of the fall quarter.
5. Satisfactory scores on the Aptitude Test portion of the Graduate Record Examination as determined by the department.

Application Procedure

Preliminary Evaluation — A preliminary slide portfolio of specified artwork and a report of academic qualifications must be submitted as the first step in the application procedure.

Information on the required portfolio and the formal application procedure can be obtained by writing the Medical Illustration Program, Medical College of Georgia, Augusta, Georgia 30912.

Estimated Expenses Specific to Medical Illustration

Books, Supplies, etc. — $400/1st year; $300 each/2nd and third year.

Off-campus Housing: $125 — $270/mo.

Special Needs: Students should be aware that they will be strongly encouraged to spend the second summer as a salaried intern in an established medical illustration department somewhere in the United States. Expenses related to the internship cannot be estimated since they will vary greatly depending upon the amount of travel involved and individual living arrangements.

Third year students are encouraged to attend the annual four-day professional meeting for which they will bear the expense of travel, room and board, and registration fee.

Requirements for Graduation:

1. Graduate Study
   A designated program of study must be completed. A student is responsible for adhering to any future changes that may be incorporated. To remain in the program a student must make grades of "C" or better in Gross Anatomy, Histology, Neuroanatomy and General Pathology. (Individual courses are explained in the School of Graduate Studies course descriptions section).

Curriculum

First Year

Fall Quarter		**Credit Hours**
ANM 701	Gross Anatomy	5
ANM 813	Histology	5
MIL 650	Med. Illust. Tech. I	6
MIL 666	Medical Photography	5
		21

Winter Quarter		
ANM 702	Gross Anatomy	5
ANM 703	Neuroanatomy	4
MIL 651	Med. Illust. Tech. I	5
MIL 659	Publication Art Tech.	2
MIL 775	Presentation of Info.	4
		20

Spring Quarter		
MIL 652	Med. Illust. Tech. I	13
MIL 678	Surgical Techniques	2
MIL 753	Printing & Publishing	1
MIL 804	Sci. Exhibit Design	4
		20

Second Year

Summer Quarter		
MIL 658	Tri-dimensional Tech.	6
MIL 750	Surg. Observ./Sketch.	4
MIL 760	Med. Illust. Tech. II	6
MIL 780	Television for M.I.	4
		20

Fall Quarter		
MIL 751	Surg. Observ./Sketch.	6
MIL 761	Med. Illust. Tech. II	10
MIL 802	Dept'l. Devt./Admin.	4
		20

Winter Quarter		
MIL 722	General Pathology	5
MIL 752	Surg. Observ./Sketch.	4
MIL 762	Med. Illust. Tech. II	8
HC 764	Survey of Learning Res.	3
		20

Third Year

Spring Quarter		
MIL 801	Independent Study	10
MIL 928	Graphic Project	10
		20

Fall Quarter		
MIL 801	Independent Study	TBA
MIL 928	Graphic Project	TBA

Winter		
MIL 928	Graphic Project	TBA

Galley 132

2. Residence
   The required minimum for residence on this campus is eight quarters of full-time graduate study or the equivalent.
3. Examination
   Upon successful completion of the designated coursework or its equivalent, a student will be required to pass a qualifying examination administered by the faculty of the Medical Illustration Program. This examination is a comprehensive test over the designated curriculum. It is designed to test the student's knowledge and ability to correlate the basic material presented in the first six quarters of the program. The Dean will be notified when and to whom these examinations are to be given, and will be informed of the results regarding the status of each student taking the examination.
4. Program of Study and Graphic Project Proposal
   A program of study and an outline of the work proposed for a graphic project must be approved by the student's advisory committee and the Dean. Artwork to meet graduation requirements cannot be started until the 6th quarter of a student's enrollment in the program, or until the faculty judge that a student is ready to work independently.
5. Admission to candidacy for the Master of Science Degree in Medical Illustration.
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to

the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S.M.I. at least one quarter before the proposed graduation date.

6. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies office at least two quarters prior to graduation.
7. Graphic Project
   At least seven weeks before the proposed date of graduation, a copy of the completed graphic project or its equivalent must be submitted to the chairman of the student's advisory committee. Each member of the committee then will have the opportunity to examine the graphic project and to question the student informally concerning any portion of it with regard to knowledge and presentation of subject matter, quality of illustration techniques, choice of communication medium, content of supplementary text, etc. Any changes that the committee member considers necessary should be discussed at this time, and a list of corrections requested should be sent to the chairman of the advisory committee. At least two weeks before the proposed date of graduation, the Approval Form, signed by the chairman and each member of the advisory committee, will be forwarded to the Dean. The student will be held responsible, under the supervision of the chairman of his advisory committee, for making the changes recommended by the committee. At least one week prior to graduation, three copies of the graphic project or its equivalent in final form must be deposited with the School of Graduate Studies. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), the Director of the Program, and the Dean.
8. Final Oral Examination
   No formal oral examination in defense of the graphic project or its equivalent is required. This requirement should be satisfied as stated in 7 above.
9. Satisfactory Fulfillment
   Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

The Master of Health Education Degree Program

This advanced professional degree is an educational degree oriented toward teaching and clinical skills in the Allied Health fields of Dental Hygiene, Medical Technology, Occupational Therapy, and Physical Therapy.

Requirements for Admission:

1. A Bachelor's degree in Dental Hygiene or Medical Technology from an accredited college or university having a program comparable to the bachelor's degree programs in these Allied Health professions at the Medical College of Georgia. For Occupational Therapy, graduation with a bachelor's degree from a curriculum in occupational therapy approved by the Council on Medical Education of the American Medical Association in collaboration with the American Occupational Therapy Association, or with a bachelor's degree and professional preparation comparable to the program at the Medical College of Georgia. For Physical Therapy, graduation with a bachelor's degree or equivalent preparation in physical therapy from a curriculum in physical therapy accredited by an agency recognized by the United States Office of Education, or, with a bachelor's degree and professional preparation in physical therapy comparable to basic educational programs for a physical therapist.
2. Adequate academic preparation and level of achievement in the field of proposed graduate study as determined by the appropriate graduate faculty of the Medical College of Georgia.
3. Evidence of current registration, licensure or certification to practice Dental Hygiene, Medical Technology, Occupational Therapy or Physical Therapy in one or more states. In addition, clinical practice beyond that required for the initial degree: Dental Hygiene and Occupational Therapy, one year; Physical Therapy, two years.
4. Satisfactory scores on the Aptitude Test of the Graduate Record Examination as determined by the department.
5. For Physical Therapy a personal interview may be requested.
   The final selection of students for admission will be subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department. These recommendations are based on student academic qualifications, desired competency as well as space and resource availability.

Requirements for Graduation:

1. Graduate Study
   Sixty quarter hours beyond the bachelor's degree are required. The complete program includes required and elective courses in education offered by the School of Nursing and Augusta College, as well as offerings by other Schools and Divisions of the Medical College of Georgia. Twenty quarter hours are spent in discipline-oriented instruction; 20 quarter hours of pedagogic instruction including a teaching practicum; and 20 quarter hours of related electives.

2. Residence
   A minimum of three quarters of full-time study or the equivalent in residence on this campus is required.
3. Program of Study
   A program of study which has been approved by the advisory committee, the chairman, and the Dean.
4. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
5. Satisfactory Fulfillment
   Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Course Descriptions

Courses designated by an asterisk have been approved for Graduate Studies credit toward a degree. Lecture-lab-credit hours are designated as shown in this example: (3-2-4 hours).

Anatomy

D. Bockman, Chairman; J. Barrett; G. Colborn; T. Gale; M. Kirby; D. Lause; T. McDonald; J. McKenzie; T. Rosenquist; G. Sohal; J. Tischfield; T. Weidman; D. Welter

***ANM 701, 702. Gross Anatomy. (2-6-5 hours) (Fall and Winter)**
A course in basic gross anatomy, utilizing laboratory dissection of the entire human body, lectures, conferences and clinical correlation presentations. The head, neck, thorax and abdomen are studied in the Fall Quarter; the pelvis, perineum and extremities are considered in the Winter Quarter.

***ANM 703. Neuroanatomy. (2-4-4 hours) (Spring)**
A study of the gross and microscopic structure of the human nervous system and organs of special sense. Taught in parallel with PHY 703 as an integrated Neuroscience course.

***ANM 807. Embryology. (3-0-3 hours) (Fall)**
A study of the fundamentals of human embryonic development. Subject matter includes germ cell development, fertilization, implantation, placentation, and morphogenesis of the various organ systems.

***ANM 813. Histology. (2-6-5 hours) (Fall)**
A study of cells, tissues, and organs of man as related to their function.

***ANM 814. High Resolution Microscopy. (1-8-5 hours) (Winter)**
A course in the basic techniques of electron microscopy. Emphasis is placed upon the preparation of tissues for electron microscopy, operation of the scanning and electron microscopes, and preparation and interpretation of electron micrographs. Instruction includes the introduction to appropriate photographic techniques and equipment.

***ANM 816. Histochemistry. (1-6-4 hours) (Spring)**
Prerequisite: ANM 813
A lecture and laboratory course intended to provide advanced graduate students greater comprehension of the quantity, distribution, and function of the major chemical constituents of cells and tissues. Substances studied include proteins, fats, carbohydrates, nucleic acids, and enzymes. The laboratory will teach the more useful and effective methods of localization and quantitation.

***ANM 817. Special Topics in Gross Anatomy. (1-4-3 hours) (Spring)**
Prerequisites: ANM 701, 702
This course involves special dissections in gross human anatomy.

***ANM 818. Advanced Developmental Anatomy (3-0-3 hours) (Spring)**
Prerequisite: ANM 807
This course entails the study of both normal and abnormal human development. The program involves gross dissection and microscopic slide examination of the human fetus, serial sections of developing chick and pig. Basic concepts and mechanisms of early development will be discussed.

***ANM 819. Special Topics in Neuroanatomy. (2-2-3 hours) (Spring)**
Prerequisite: ANM 703
This course will be a review of basics including complete brain dissection and slide study. The major time will be used to explore in depth some recent research relating to various areas and systems. Discussions will be led by faculty, students, and outside speakers with all course participants expected to contribute to each subject.

***ANM 820. Special Topics in Cell Biology. (3-0-3 hours) (Winter)**
Prerequisites: Histology and Biochemistry or equivalents
This course will emphasize various aspects of cell morphology and function. Topics will emphasize various aspects of cell morphology and function. Topics will be selected to reflect the interests and needs of the faculty and students participating in the course, including both cellular and molecular levels.

***ANM 822. Advanced High Resolution Microscopy. (1-8-5 hours) (As required)**
Prerequisite: ANM 814
A course in advanced and specialized techniques of electron microscopy. Included are recently described techniques for the use of scanning and transmission electron microscopy in medical research.

***ANM 826. Somatic Cell Biology (5-0-5 hours) (Spring)**

This course will focus on somatic cells in culture as vehicles for obtaining fundamental biological information. Areas to be covered include somatic cell genetics, cyto-differentiation, control of cell growth, carcinogenesis and intercellular transfer of genetic material. Parasexual analysis of genetic and regulatory mechanisms will be emphasized. Reading will be primarily in the original literature.

***ANM 828. Topics in Developmental Cell Biology (5-0-5 hours) (Spring)**

This course will focus on mechanistic and experimental approaches applicable to the analysis of development, particularly on the cellular level. Emphasis will be placed on the molecular biology of development and various model systems for ontogenetic studies will be investigated. Topics covered may include genomic organization and its relationship to development, nuclearcytoplasmic interactions, control of gene expression, maternal and paternal contributions to early development, manipulatable systems such as allophenic mice and **Drosophila** and control of cell movement and proliferation. A large proportion of the reading will be from primary sources.

***ANM 830. Immunobiology (2-4-4 hours) (Summer)**

Prerequisite: MIB 702 (2 hours)

A lecture and laboratory course designed to study the histological and cytological events which are associated with the immune response and to gain experience in some of the techniques used in immunobiology research.

***ANM 831. Neuroendocrinology. (2-0-2 hours) (Winter)**

Prerequisites: ANM 703; PHY 701, 702, 703; permission of the instructor

A lecture/selected reading course designed to study current topics in neuroendocrinology.

***ANM 850. Developmental Neurobiology. (3-0-3 hours) (Spring)**

Prerequisites: ANM 703, PHY 703

A lecture/paper presentation course dealing with the mechanisms of embryonic induction and determination, neuronal differentiation, migration, and trophic factors and specificity of connection formation including a survey of the contemporary research techniques used for the study of the nervous system.

***ANM 901. Seminar in Anatomy (1-0-1 hours)**

Graduate Student Colloquim

***ANM 902, 903. Seminar in Anatomy (1-0-1 hours)**

***ANM 921. Investigation of a Problem. (Credit to be arranged)**

***ANM 930. Research. (Credit to be arranged) (For dissertation or thesis)**

Cell and Molecular Biology

T.H.J. Huisman, Chairman; A. Abdel-Latif; E. Abraham; R. Bard; G. Best; V. Bhalla; O. Black; B. Brownell; J. Bulkacz; G. Burnett; S. Bustos-Valdes; R. Dienst; T. Dirksen; J. Erbland; F. Garver; S. Gelfant; K. Hall; J. Hill; L. Hodge; F. Hommes; E. Howard; J. Howard; S. Hsia; W. Karp; K. Lanclos; D. Lapp; F. Leibach; J. McPherson; N. Nair; A. Reese; C. Roesel; G. Schuster; D. Scott; S. Singal; L. Smith; T. Stoming; J. Tischfield; J.T. Wilson.

***CMB 745. Biochemistry. (8-0-8 hours) (Fall)**

This course covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism. Emphasis is given to medical applications. (Formerly BCH 801A and 802A)

***CMB 771. General Immunology. (2-0-2 hours) (Winter)**

Principles of Immunology and Immunity.

***CMB 812. Microbiology Core. (5-0-5 hours) (Winter)**

***CMB 813. Microbiology Core. (5-0-5 hours) (Spring)**

Prerequisite: CMB 745

A course sequence covering the principles of microbiology, microbial physiology, genetics, immunology, and virology.

***CMB 814. Biochemistry Core. (5-0-5 hours) (Fall)**

***CMB 815. Biochemistry Core. (5-0-5 hours) (Winter)**

***CMB 816. Biochemistry Core. (5-0-5 hours) (Spring)**

A course sequence covering the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms in whole organisms, organ, cell and subcellular systems, metabolic patterns and biosynthetic pathways.

***CMB 820. Series: Topics in Biochemistry. (3-0-3 hours)**

Advanced treatment of selected topics.

***CMB 820. Cell Biology.**
***CMB 821. Nucleic Acids.**
***CMB 822. Cancer Biology.**
***CMB 823. Biomembranes.**
***CMB 824. Carbohydrates.**
***CMB 825. Lipids.**

***CMB 826. Physical Methods (3-0-3 hours)**

Use of physical methods to determine the structure of biochemically important monomers and polymers.

***CMB 827. Developmental Biochemistry (3-0-3 hours)**
The biochemical basis of the development of physiological functions, i.e., enzymatic differentiation resulting in tissue formation.

***CMB 828. Neurochemistry (3-0-3 hours)**
General neurochemistry, including the morphological basis of neurochemistry synaptic transmission, the function of neural membranes, metabolism and regulation of nervous system function.

***CMB 850. Series: Topics in Microbiology. (3-0-3 hours)**
Prerequisites: CMB 812 and CMB 813.

***CMB 851. Immunology. (3-0-3 hours)**
Biological, physical and chemical properties of antigens and antibodies: mechanisms of precipitation and agglutination reactions, cytotoxic reactions, medicated by antibody and complement; mechanisms of antibody formation; nature and mechanisms of hypersensitivity reaction and immunology and chemistry of blood group substance.

***CMB 852. Microbial Physiology. (3-0-3 hours)**
***CMB 853. Bacterial Genetics. (3-0-3 hours)**
A consideration of nucleic acid metabolism and heredity in microorganisms including conjugation, transduction and transformation.

***CMB 854. Bacterial Genetics Laboratory. (0-4-2 hours)**
***CMB 855. Virology. (3-0-3 hours)**
Studies of animal viruses, and newer techniques for cell culture and identification.

***CMB 890. Workshop in Cell and Molecular Biology. (1-0-1 hours)**
***CMB 901. Seminar in Cell and Molecular Biology. (1-0-1 hours)**
CMB 902. Seminar in Cell and Molecular Biology. (1-0-1 hours) (Winter)
***CMB 903. Seminar in Cell and Molecular Biology. (1-0-1 hours) (Spring)**
***CMB 921. Investigation of a Problem. (Credit to be arranged)**
***CMB 930. Research. (Credit to be arranged) (For Dissertation)**

Dental Hygiene

B. Pollard, Chairperson; J. Catherman; G. Winkley

DH 800. Clinical Dental Hygiene (2-8-5 hours)
This course is designed to provide the background knowledge and clinical experience essential for clinical dental hygiene instructors.

DH 802. Applied Project in Dental Hygiene. (5-0-5 hours)
Prerequisites: EDU 700 or equivalent. This course is to be taken in conjunction with HC 801
Preparation by the student of an independent project utilizing audio-visual resources to develop a module of instruction which can serve as a self-instructional unit for undergraduate students in dental hygiene.

DH 803. Dental Hygiene Leadership. (5-0-5 hours)
Prerequisites: Educational Psychology and/or teaching experience in allied health curricula is required before this course can be taken.
This course is structured as a forum-laboratory, in which to discuss and to test current concepts in academic program design and management.

DH 804. Growth and Development (3-0-3 hours)
Prerequisite: Oral Anatomy
This course will consider the physical and psychological growth and development of the individual from birth to adolescence. Strong emphasis will be placed on the growth and development of the dentition and face. Basic concepts of psychological development will be stressed in order to help the dental hygienist understand young patients, and design a preventive dental program suitable for their maturational level.

DH 806. Advanced Preventive Dentistry Concepts in Dental Hygiene. (4-0-4 hours)
A course which presents a global picture of preventive dentistry and its interrelation in total patient care. Current research will be presented on plaque and its relation to dental disease, caries activity testing, diet counseling, pit and fissure sealants, topical fluorides, gross caries control and plaque control instruction.

DH 809. Advanced Clinical Field Experience. (5-0-5 hours)
This field experience is individually designed to provide clinical work experiences at local area hospitals or public health agencies to fit special clinical interests of the student. The work will be directly co-supervised by an appropriate member of the medical or dental faculty and by a member of the department staff.

DH 90. Independent Study in Dental Hygiene. (5-0-5 hours)
Prerequisite: EDU 702
This course will required the satisfactory completion of an original project in dental hygiene. Results of the study and a critical review of the pertinent literature are incorporated into the student's work.

Endocrinology

V. Mahesh, Chairman; T. Abney; V. Bhalla; E. Bransome; J. Byrd; A. Costoff; R. Greenblatt; T. Mills; T. Muldoon; J. O'Conner.

***END 707. Introduction to Endocrinology (1-0-1 hours) (Fall)**
This course will give a general introduction to the concept of hormones, endocrine glands, and various mechanisms involved in regulation and control of endocrine secretion.

***END 809. Human Cytogenetics — Laboratory Techniques (0-6-3 hours) (Winter)**
Prerequisite: None
A laboratory study of the methods used in human cytogenetics including leukocyte and solid tissue culture, x and y body preparations, banding procedures, karyotyping, autoradiography and photomicroscopy.

***END 810. Biochemical Methods in Endocrine Research (1-5-3 hours) (Fall — Winter — Spring)**
Prerequisite: None
Rotation through the various faculty laboratories to learn specialized methods such as fractionation and individual estimation of steroids, steroid receptor binding, chromatography and the use of isotopes.

***END 812. Chemistry of Steroids. (5-0-5 hours) (Winter)**
Prerequisite: END 815
A survey of the chemical synthesis, degradation and general reactivity of various classes of steroids. Physical methods of characterization and methods of steroid determination are discussed with particular emphasis on steroids of biological importance.

***END 813. Mechanism of Steroid Hormone Action. (5-0-5 hours) (Spring)**
A detailed analysis of the intracellular events known to precede manifestation of steroid hormone action. Particular emphasis is placed upon receptor interactions and their cytoplasmic and nuclear ramifications. All classes of active steriod hormones are considered, with a view toward correlating differences in action with differences in mechanism.

***END 814. Endocrinology of Polypeptide Hormones. (4-0-4 hours) (Fall)**
Studies of the hormones of the hypothalamus, pituitary, the adrenal medulla, pancreas, pineal, thyroid, and parathyroid.

***END 815. Biochemistry of Steroid Hormones. (4-0-4 hours) (Winter)**
Studies of the biosynthesis, transport, metabolism and secretion of steroid hormones.

***END 816. Polypeptide-Hormone-Receptor Interactions. (3-0-3 hours) (Spring)**
Prerequisite: Medical Biochemistry
A detailed analysis of hormone-receptor-interaction. Particular emphasis is placed upon polypeptide hormone-receptor interactions and regulation of cellular functions. Included are the concepts of receptor regulations and the regulations of adenylate cyclase, phosphodiesterase, protein kinase and other cellular processes.

***END 820. Protein Hormone Regulations of Cellular Function. (3-0-3 hours) (Spring)**
Prerequisite: Medical Biochemistry
This course will address the various biochemical mechanisms whereby protein hormones control cellular function and will elucidate, at the molecular level, the varied cellular responses to hormonal stimuli.

***END 817. Reproductive Physiology. (4-0-4 hours) (Fall)**
A biologically oriented course dealing with spermatogenesis, ovulation, fertilization, behavior, implantation, and pregnancy.

***END 818. Population Explosion and Contraception. (2-0-2 hours) (Summer)**
A survey of the problem of population explosion in the United States and around the world, with discussion of the safety and efficiency of current methods of contraception.

***END 819. Comparative Endocrinology. (4-0-4 hours) (Winter)**
A study of the fine structure and histology of endocrine glands as related to their function in man and other species.

***END 901. Seminar in Endocrinology.(1-0-1 hours) (Fall, Winter, Spring)**

***END 921. Investigation of a Problem. (Credit to be arranged) (All quarters)**

***END 930. Research. (Credit to be arranged) (All quarters) (For Dissertation or Thesis)**

Medical Illustration

W. Stenstrom, Director of Teaching Program, O. Garlington, D. Mascaro

***MIL 650, 651, 652. Medical Illustration Techniques I. (4-40-24 hours)**
An introduction to the techniques and media of the medical illustrator including carbon dust, pen and ink, watercolor, airbrush, and technical pens.

***MIL 658. Tri-dimensional Techniques. (2-8-6 hours)**
An introduction to the media and techniques of creating and producing three-dimensional bioscientific materials including facial prosthetics.

***MIL 659. Publication Art Techniques. (1-2-2 hours)**
An introduction to the basic techniques of preparing artwork for reproduction in the print media, from layout to camera-ready art.

***MIL 666. Medical Photography for Medical Illustrators. (2-6-5 hours)**
An introduction to photographic processes and basic experience in the techniques of medical photography including copywork, patient photography, surgical photography, photomicrography, and basic cinematography including animation.

***MIL 678. Surgical Techniques. (1-2-2 hours)**
An introduction to surgery where the students perform several surgical procedures on laboratory animals utilizing standard equipment, materials and techniques.

***MIL 750, 751, 752. Surgical Observation/Sketching. (0-28-14 hours)**
Observation and sketching of procedures and techniques related to various specialities of surgery performed in the operating rooms of the medical center. The sketches are used as reference material for illustrations accomplished in Medical Illustration Techniques II.

***MIL 753. Printing and Publishing. (1-0-1 hours)**
A study of the major methods of printing including platemaking and other aspects of publishing.

***MIL 722. General Pathology. (4-2-5 hours)**
(See School of Dentistry — Oral Pathology — PATH 522 General Pathology I.)

***MIL 760, 761, 762. Medical Illustration Techniques II. (4-40-24)**
A studio experience in which the student utilizes a variety of art materials and techniques in preparing medical illustrations that meet stated objectives.

***HC 764. Survey of Learning Resources. (1-4-3 hours)**
(See General Studies — Health Communications Design and Technology.)

***MIL 775. Presentation of Visual Information. (3-2-4 hours)**
A foundation in the selection and utilization of audio-visual resources and in the design, preparation and production of scientific information for presentation in the major visual communication media.

***MIL 780. Television for Medical Illustrators. (1-6-4 hours)**
Lectures and studio demonstrations of equipment and production methods of closed circuit television with emphasis on graphic techniques and program planning involving the medical illustrator.

***MIL 801. Independent Study. (To be arranged)**
A pursuit of additional skill in medical illustration and/or information in some aspect of the biosciences.

***MIL 802. Department Development and Administration. (3-2-4 hours)**
An introduction to basic procedures of management and administration, and an analysis of the organization and delivery of health services within institutional settings with special emphasis on organizing and staffing a medical illustration department.

***MIL 804. Scientific Exhibit Design. (1-6-4 hours)**
A supervised practicum in planning and designing a scientific exhibit. Included are practical aspects of production including scale drawings, selection of materials, functional design, and shipping and space limitations.

***MIL 928. Medical Illustration — Graphic Project. (To be arranged.)**
A visual presentation of a bioscientific subject prepared in partial fulfillment of the requirements for the degree of Master of Science in Medical Illustration.

Occupational Therapy

N. Prendergast, Chairperson; V. Allen, K. Evans, N. Moulin.

***OTH 700. Curriculum Development in Occupational Therapy. (4-0-4 hours)**
A review of the AMA/AOTA **Essentials** and their application in curriculum development. A study of present curricula in occupational therapy and the development of curriculum models based on various approaches and concepts.

***OTH 701. Occupation as a Health Determinant. (4-0-4 hours)**
A discussion of the concept of occupation as a health determinant. The identification of the occupational continuum and an analysis of occupational performance. A study of selected aspects of performance function and dysfunction as it relates to the individual's physical and psychosocial well-being and health status.

***OTH 702. Human Development and the Acquisition of Performance Skills. (4-0-4 hours)**
A review of neuro-motor, visual, perceptual-motor-cognitive and psychosocial development. A comparative study of selected theories related to the aquisition of performance skills, and interpersonal, social and cognitive learning skills. A discussion of the physical and neurocognitive relationship between task-oriented activities and the acquisition of physical-motor skills.

***OTH 703. Significance of Activity and the Development of Human Potential. (5-0-5 hours)**
Physiologic and psychologic aspects of motor activity and learning; the role of play in the acquisition of adaptive skills, characteristics of age-specific activities; relationship of activities to development of competency; relationship of activity and in-activity to man's physical and pschological well-being; analysis of real and symbolic meaning of activities.

***OTH 704. The Occupational Therapy Process. (3-0-3 hours)**
The application of principles to the evaluation and management of performance problems and component dysfunction. The relationship of activity analysis to development of programs for prevention and health maintenance, restoration and/or development of component function and occupational performance.

***OTH 705. Problems in Performance Dysfunction. (4-0-4 hours)**
Independent study in a selected area of component dysfunction. Student may select from the following areas:
1. Motor dysfunction.
2. Sensory-integrative dysfunction.
3. Cognitive dysfunction.
4. Psychological dysfunction.
5. Social dysfunction.

***OTH 706. Special Studies in Health Care. (3 to 5 hours)**
Individual investigation into current and proposed occupational therapy approaches to comprehensive health care. Studies of current and potential roles for the occupational therapist. Includes practical experiences in the broader health care community.

***OTH 708. Special Studies in Advanced Treatment Approaches. (3 to 5 hours)**
Individual investigation into new and/or specialized treatment approaches for individuals with physical or psychosocial dysfunction. Includes practical experiences in utilizing these treatment approaches. Credits awarded will be determined on the basis of extent and type of study proposed.

***OTH 921. Investigation of a Problem. (Credit to be arranged.)**
Designed to give the student an opportunity to investigate a topic of particular interest to the individual student's area of study. The topic, activities to be undertaken and evaluation methods will be determined collaboratively by the student, major advisor and tutorial faculty member. This elective may be taken twice with permission of the major advisor.

Oral Biology

T. Dirksen, Chairman, J. Boshell; S. Bustos-Valdes; J. Bulkacz; A. Ciarlone; J. Erbland; B. Fry; L. Gangarosa; W. Karp; S. Kolas; R. Mckinney; D. Pashley; G. Schuster; M. Sharawy; B. Singh; R. Walton; J. Weatherred; G. Whitford.

***OBIO 811. Head and Neck Anatomy. (2-0-2 hours)**
An advanced course in applied anatomy of the head and neck region.

***OBIO 822. Oral Biochemistry. (2-0-2 hours)**
Biochemical topics of outstanding dental interest for graduate and post-graduate students are presented in this course. Lectures include: Structure and Function of Collagen, Hemostatic Mechanisms, Dental Plaque Biochemistry, Influence of the Diet in Oral Tissues, and Mineralization of Dental Tissues.

***OBIO 833. Physiology of the Stomatognathic System. (2-0-2 hours)**
A guided survey of the physiology of the stomatognathic system.

***OBIO 841. Microbiological and Immunological Aspects of Oral Disease. (2-0-2 hours)**
An advanced course on oral microbiology, infection and resistance, and oral diseases of microbial origin.

***OBIO 852. Molecular Pathology. (2-0-2 hours)**
Concepts of disease at the cellular and subcellular levels.

***OBIO 854, 855, 856. Advanced Oral Pathology. (1-0-1 hours each)**
Advanced studies on the causes and mechanisms of oral diseases. Lectures and clinico-pathological conferences are employed.

***OBIO 857, 858, 859. Special Topics in Oral Pathology. (1-0-1 hours each)**
An indepth study of surgical pathology case material utilizing a clinico-pathological conference format. The content of these courses varies substantially from year to year. Therefore, it is possible that the course(s) can be taken more than once for credit.

***OBIO 863. Dental Pharamacology. (2-0-2 hours)**
Advanced pharmacology of interest to clinical and investigative dentistry.

***OBIO 901, 902, 903. Graduate Oral Biology Seminars (1-0-1 hours each)**
These seminars will include advanced topics of interest to dentistry and will be presented by both graduate students and faculty. An in-depth coverage of the literature is expected for each presentation.

OBIO 921. Investigation of a Problem. (Credit to be arranged)
***OBIO 930. Research. (For Dissertation or Thesis) (Credit to be arranged)**

Pharmacology

L.M. Greenbaum, Chairperson, R.P. Ahlquist, R.S. Aronstam, J.J. Buccafusco, A.A. Carr, G.O. Carrier, A.E. Ciarlone, B.W. Fry, L.P. Gangarosa, W.F. Geber, D.C. Jerram, A.M. Karow, J.M. Kling, J.H.R. Sutherland

***PHM 801. Molecular Pharmacology. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
Mechanism of achieving a biological effect through the chemical interaction of a drug with a biological receptor.

***PHM 802. Methods in Pharmacological Research. (0-3-1 hours)**
Techniques employed in pharmacological investigations. Techniques may be varied each time this course is presented.

***PHM 803. Neuropharmacology. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
Selected topics related to the action of chemical agents on the nervous system.

***PHM 804. Advanced Pharmacological Sciences. (2-0-2 hours)**
Prerequisites: PHM 810-811
Current concepts and trends in pharmacological research. Several major topics will usually be presented. These topics may be varied each time this course is presented.

***PHM 805. Mechanisms of Drug Toxicity. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
A study of the adverse effects of drugs on organ systems and metabolic pathways.

***PHM 806. Scientific Communication. (2-0-2 hours)**
Prerequisite: two years of prior graduate study
Techniques for writing an abstract, a paper, a grant and a curriculum vitae; preparing an oral presentation (paper, lecture, seminar); and delivering an oral presentation.

***PHM 807. Pharmacokinetics. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
Mathematical analysis of chemical kinetics, enzyme

kinetics, diffusion; and compartmental analysis of pharmacokinetics of absorption, distribution and excretion.

***PHM 808. Autonomic Pharmacology. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
A study of neurohumoral transmission, adrenergic and cholinergic agonists and antagonists, and mechanisms of action of drugs affecting the peripheral motor nervous system.

***PHM 809. Cardiovascular Pharmacology. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
Evaluation of the action of drugs on the heart and blood vessels.

***PHM 810. Survey of Pharmacological Sciences I. (5-0-5 hours)**

***PHM 811. Survey of Pharmacological Sciences II. (5-0-5 hours)**
Prerequisites: CMB 814-815 and PHY 701-702; or consent of instructor
A survey course of the general principles (drug-receptor interaction, biotransformation, excretion, chemotherapy) and systematic pharmacology (effects of drugs on central systems, gastrointestinal system, endocrine and reproductive systems, and blood).

***PHM 812. Pharmacologically Active Peptides. (3-0-3 hours)**
Prerequisites: PHM 810-811 or consent of instructor
Effects of endogenous peptides on cellular and systemic activity.

***PHM 813. Cryopharmacology. (2-0-2 hours)**
Prerequisite: Consent of instructor
The biophysics of freezing injury and the use of cryoprotective drugs.

***PHM 814. Drug Induces Teratogenesis. (3-0-3 hours)**
Prerequisite: Consent of instructor
Consideration of theories of drug induction on congential malformation in the mammalian fetus. Experimental methods of evaluating drug teratogenesis will be studied.

***PHM 901, 902, 903. Seminar in Pharmacology. (1 hour each)**

***PHM 921. Investigation of a Problem. (Credit to be arranged)**
***PHM 930. Research. (Credit to be arranged)**
(For Dissertation or Thesis)

Physical Therapy

B. May, Chairperson, J. Perry

***PTH 800, 801. Advanced Therapeutic Processes I, II. (5 hours each quarter)**
Each student will select an area of specialization in physical therapy practice from the following: musculoskeletal; neuro-physiological; general. The purpose of this course is to provide the student with the opportunity to gain advance knowledge of theories of practice related to the specialty area and advanced competence in the management of individuals within the specialty area. Learning experiences will be individually designed to provide the student with the opportunity to study new or specialized assessment and treatment procedures.

***PTH. 820. Advanced Analysis of Musculosketelal Function. (2-6-5 hours)**
The study of the major concepts, skills and techniques involved in the analysis of musculoskeletal performance. In depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

***PTH 830. Clinical Research Techniques. (2-2-3 hours)**
Prerequisite: EDU 702 or equivalent
A practical approach to research techniques required to perform clinical research including: formulation, application and analysis of specific research designs; computerized statistical analysis of data from specific research designs; analysis of descriptive characteristics of populations, samples and sampling distributions; basic probability appropriate for clinical predictions, and laboratory projects emphasizing sample analysis, study designs and computerized data analysis.

***PTH 840. Designing Clinical Education Experiences. (3-0-3 hours)**
Prerequisites/Corequisites: EDU 700, 701
The student will be exposed to all aspects of clinical education, including but not limited to: theoretical considerations, practical considerations, plan and design of effective experiences, implementation and evaluation of clinical learning experiences.

***PTH 841. Curriculum Design in Physical Therapy. (5-0-5 hours)**
Prerequisite: EDU 700
A review of curriculum designs in physical therapy education with special emphasis on competency based education. Relation of theories of curriculum design to physical therapy and physical therapist assistant education.

***PTH 910. Independent Study. (2 to 6 hours)**
Individually designed work in some area of physical therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

***PTH 921. Investigation of a Problem. (4 to 6 hours)**
Prerequisites/Corequisites: PTH 800, 801
Investigation of a special problem related to physical therapy clinical practice, management, education or professional practice.

***PTH 931. Special Studies in Patient Management. (2 to 6 hours)**
Prerequisites/Corequisites: PTH 800, 801
Individual investigation into new or specialized patient management processes related to any area of specialization. This course is designed to give the student an opportunity to investigate special areas of patient management other than the areas specified in the specialty area.

Physiology

R. Little, Chairman; G. Bond; J. Delphayes; G. Doetsch; P. Dow; Ehrhart; L. Ellison; J. Ginsburg; R. Godt; K. Green; C. Hendrich; W. Hofman; W. Jackson; R. Kolbeck; D. Miller; T. Nosek; T. Ogle; D. Pashley; S. Porterfield; S. Reichard; S. Stoney, J. Weatherred; T. Wiedmeier.

***PHY 701. Survey of Physiology I. (6-1-6 hours) (Winter)**
Prerequisites: Inorganic and organic chemistry, physics and one year of biological sciences or equivalent, or permission of Department Chairman
First of a two quarter sequence presenting an intensive treatment of mammalian organ systems; the cell, electrophysiology; peripheral nerve and reflexes; muscle; cardiovascular.

***PHY 702. Survey of Physiology II. (8-2-6 hours)**
Prerequisites: Inorganic and organic chemistry, physics and one year of biological sciences or equivalent or permission of Department Chairman
Respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

***PHY 703. Survey of Neurophysiology. (4-1-4 hours) (Spring)**
Prerequisite: Permission of Department
Peripheral and central nervous system physiology including special senses.

***PHY 802. Cardiodynamics. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Physiology of the heart, including structure, development, action as muscle, and dynamics of its pumping action.

***PHY 803. Peripheral Circulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A study of the architecture and hemodynamics of peripheral vasculature.

***PHY 804. Muscle Physiology. (3-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of instructor
Excitation contraction coupling, Contractile proteins and chemistry of contraction. Theory of contraction of skeletal, heart and smooth muscle.

***PHY 805. Blood Flow Regulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702 and/or permission of the instructor
A study of the determinants affecting cardiac output and peripheral flow, with consideration of the techniques of measuring the flow.

***PHY 806. Respiration. (3-0-3 hours)**
Prerequisites: PHY 701, 702 and/or permission of the instructor
A study of the mechanics and the control of respiration including consideration of experimental measurement.

***PHY 807. Body Fluid Regulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A study of current concepts of regulation of body fluid volume and composition. Laboratory experiences in measurement of renal function and body fluid volumes will provide data to be interpreted in the light of current and classical literature.

***PHY 809. Membrane Transport and Permeability. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A study of the fundamental aspects of membrane permeability including membrane structure, electrostatic charge, permeability, irreversible thermodynamics and chemistry of transport. Various aspects of membrane transport are presented with a discussion of co-transport and carrier system.

***PHY 813. Electrophysiology. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Theoretical basis of electrophysiological phenomena; recording apparatus and technique, and the electrophysiology of cell tissues and excitable structures.

***PHY 815. Radioisotopes in Biological Research. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
The theory, utility and methodology for the use of radioisotopes in biological research.

***PHY 816. Motor Systems. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
Survey of neurophysiological mechanisms which underlie cerebral, cerebellar and basal ganglia control of voluntary movement.

***PHY 820. Radiobiology. (3-0-3 hours)**
Prerequisites: PHT 701, 702, 703 and/or permission of the instructor
Cellular and physiological effects of ionizing radiation.

***PHY 821. Sensory Systems. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A guided survey of the basic principles of functional organization of the somatic and special sensory systems. Emphasis on coding and synaptic processing of sensory information.

***PHY 822. Biological Substrates of Learning and Motivation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor
A survey of the electrophysiological, neuroanatomical and biochemical correlates of learning and motivation. Included will be an assessment of techniques used in this area of study.

***PHY 823. The Application of Control Theory to Physiological Systems. (3-0-3 hours)**
Prerequisite: Permission of the instructor
The study of the techniques to mathematically describe a physiological process and the aspects of

control theory that are effective in the analysis of a system. Computer simulation of selected physiological systems.

***PHY 824. Physiology of Thyroid and Parathyroid Hormone. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Control of secretion, synthesis and metabolism of thyroid hormones along with present concepts of general metabolic functions of thyroid hormones. The latter half of the course will involve a study of the control of secretion of thyrocalcitonin and parathyroid hormones and how these two hormones interact as regulators of plasma and tissue levels of calcuim, magnesium and phosphorus.

***PHY 825. Electronics as Applied to Medicine. (2-2-4 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of electronic methods currently employed in Physiology. After completing lecture and laboratory work on basic concepts in electronic technology the student will elect further experience in two or more of the following options: electronics for cardiovascular studies; digital electronics; electrophysiology; laboratory computers.

***PHY 826. Fetal Physiology. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

This course covers those aspects of late-fetal physiology which are unique to this period of development. The fetal cardiovascular, renal, respiratory and endocrine systems as well as intermediary metabolism will be studied with the emphasis being placed on the last two topics.

***PHY 899. Special Topic Seminar Courses in Physiology. (Credit to be arranged)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Special topic courses taught as seminars in the areas of cardiovascular, renal, respiratory, muscle, neuro and endocrine physiology.

***PHY 901, 902, 903. Seminar in Physiology. (1-0-1 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 921. Investigation of a Problem. (Credit to be arranged)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 930. Research. (Credit to be arranged) (For Dissertation or Thesis)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Other Approved Courses

The courses listed below have been approved for credit toward a Graduate Studies degree, but course descriptions are listed under their offering department or school, as indicated:

General Programs Courses:

***EDU 700. Curriculum and Instruction in Higher Education. (5-0-5 hours)**

***EDU 701. Methods of Evaluation in Higher Education. (5-0-5 hours)**

***EDU 702. Methods of Research. (5-0-5 hours)**

***EDU 703. Teaching Practicum. (1-8-5 hours)**

***EDU 705. The Adult as a Learner. (5-0-5 hours)**

***EDU 940. The Management of Learning. (3-2-4 hours)**

***HC 764. Survey of Learning Resources. (3-0-3 hours)**

***HC 801. Advanced Instructional Media. (5-0-5 hours)**

***HS 630. Introduction to Biomedical Computing. (3-2-5 hours)**

***HS 631. Advanced Techniques in Biomedical Computing I. (3-0-3 hours)**

***HS 632. Advanced Techniques in Biomedical Computing II. (3-0-3 hours)**

***HS 850. Biometry: Introductory Research Statistics. (3-2-5 hours)**

***HS 851. Biometry: Advanced Research Statistics I. (3-0-3 hours)**

***HS 852. Biometry: Advanced Research Statistics II. (3-0-3 hours)**

***HS 860. Application of Control Theory to Physiological Systems. (3-0-3 hours)**

***HS 861. Electronics as Applied to Medicine. (2-4-3 hours)**

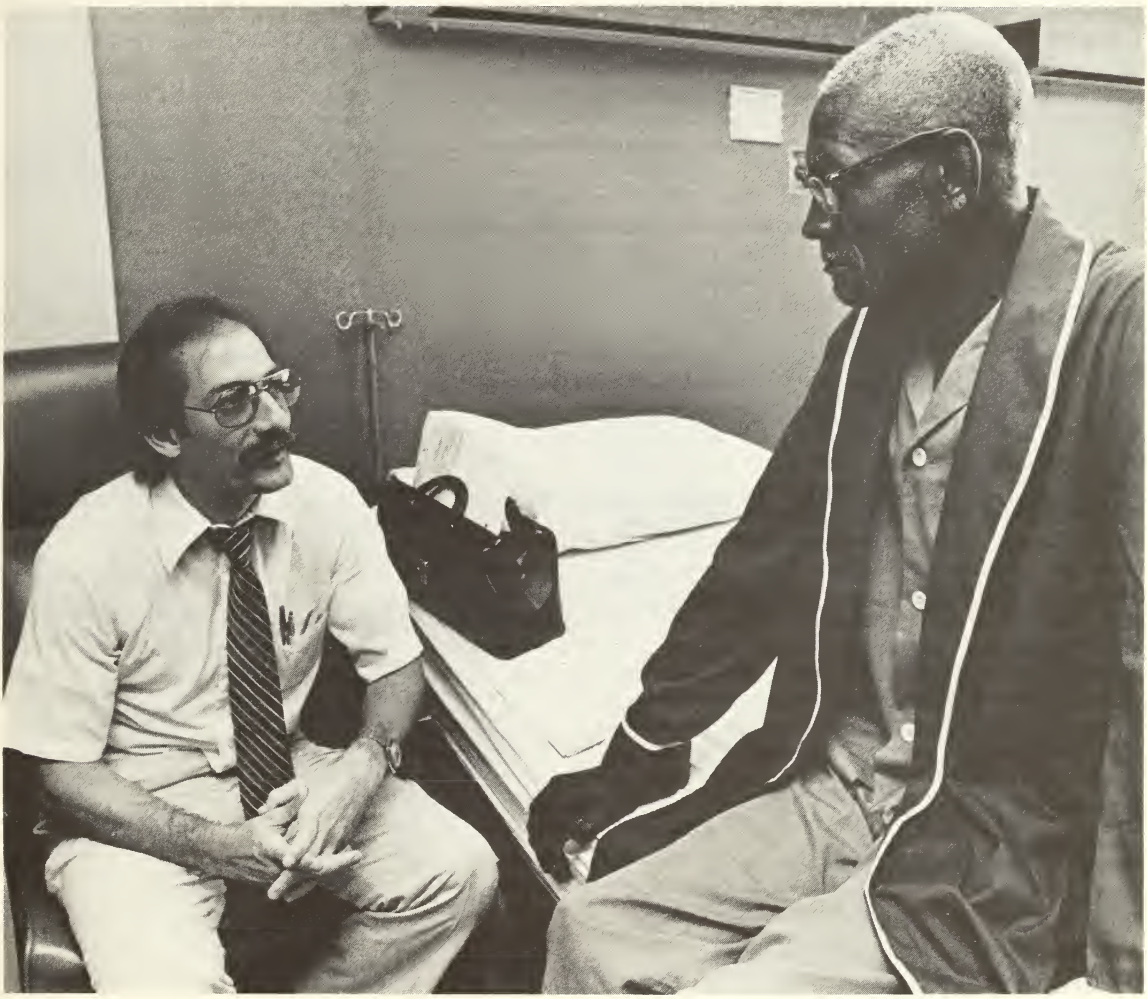
*School of Nursing Courses:

***EDU 621. Group Dynamics. (2-6-5 hours)**

School of Dentistry Course:

***PER 807. Advanced Periodontics for Dental Hygienists. (5 hours)**

MEDICINE



Dean — Dr. Fairfield Goodale
Associate Dean for Admission — Dr. Boyd Sisson
Associate Dean for Basic Sciences — Dr. Thomas McDonald
Associate Dean for Clinical Sciences — Dr. Joseph Bailey
Associate Dean for Curriculum — Dr. Terrence Kuske
Associate Dean for Special Programs — Dr. Russell Moores
Associate Dean for Students — Dr. Margaret DeVore

School of Medicine Calendar

	Phase I	Phase II
Fall Quarter 1981	**(14 weeks)**	**(15 weeks)**
Orientation and registration	September 3-4	August 31
Labor Day	September 7	
Classes begin	September 8	August 31
Late fee begins	September 8	September 1
Last day for late registration	September 10	September 2
Midterm: Last day to withdraw from a course without penalty	October 24	October 23
Thanksgiving recess	November 26-29	November 26-29
Term ends	December 11	December 11
Winter Quarter 1982	**(10 weeks)**	**(10 weeks)**
Registration	December 14	December 14
Classes begin	December 14	December 14
Late fee begins	December 15	December 15
Last day for late registration	December 16	December 16
Christmas recess	December 19-January 3	December 19-January 3
Classes resume	January 4	January 4
Midterm: Last day to withdraw from a course without penalty	January 29	January 29
Term ends	March 5	March 5
Spring Quarter 1982	**(11 weeks)**	**(10 weeks)**
Registration	March 8	March 8
Classes begin	March 8	March 8
Late fee begins	March 9	March 9
Last day for late registration	March 11	March 11
Spring recess	April 3-11	April 3-11
Classes resume	April 12	April 12
Midterm: Last day to withdraw from a course without penalty	April 20	April 16
Term ends	May 28	May 22

Phase III

The year is divided into rotations consisting of four, six, eight and twelve week periods. The following is the rotation schedule for Phase III for the academic year 1981-82.

Rotation Schedule

	Begins	Ends	Weeks
June Rotation (Juniors)*	June 12	July 5	4
June Rotation (Seniors)	June 8	July 5	4
Juniors have National Boards June 10-11, 1981			
July Rotation	July 6	August 2	4
August Rotation	August 3	August 30	4
September Rotation	August 31	September 27	4
Seniors have National Boards September 22-23, 1981			
October Rotation	September 28	October 25	4
November Rotation	October 26	November 22	4
December Rotation	November 23	December 20	4

There are no holidays (days off) scheduled for Thanksgiving; if you have any time off it is at the discretion of the department in which you are taking core/electives.

Christmas Holidays	**December 21**	**January 3**	
January Rotation	January 4	January 31	4
February Rotation	February 1	February 28	4
March Rotation	March 1	March 28	4
April Rotation	March 29	April 4	1
	April 12	May 2	3
Spring Vacation	**April 5**	**April 11**	
May Rotation	May 3	May 30	4

Graduation: June 5, 1982

*PART I National Board Examinations (Juniors) — June 10-11, 1981 (Main Test Date)
September 9-10, 1981

PART II National Board Examinations (Seniors) — April 7-8, 1981
September 22-23, 1981 (Main Test Date)

School of Medicine

The physician occupies a vital and honored position in today's increasingly sophisticated and complex society. Successful completion of requirements in the School of Medicine leads to the M.D. degree and a career dedicated to the maintenance of health and the alleviation and cure of disease. Opportunities include clinical practice, teaching and work in research.

Accreditation

The School of Medicine is accredited by the Association of American Medical Colleges in conjunction with the American Medical Association.

Admission Requirements

Policy

Admission policies established by the Board of Regents of the University System of Georgia are the responsibility of the Admissions Committee, with consideration for the special requirements of the medical curriculum. The committee is responsible for the acceptance of all students entering the first, second or third year classes. Admission with advance standing to the fourth year class is not ordinarily possible.

The Admissions Committee selects those applicants who are more likely in its opinion to make the best students and physicians. Consideration is given to the totality of all credentials, including (1) the demonstrated level and pattern of academic ability and achievement, (2) scores on the new Medical College Admissions Test, (3) evaluations supplied by premedical advisors or advisory committees, and (4) assessment by means of two personal references and interviews with Medical College personnel of the less tangible qualities of personality, character, maturity, emotional fitness, motivation, and potential for meeting Georgia's health care needs. Each student is considered on the basis of his individual qualifications without regard to race, sex, creed, or national origin.

Only a very limited number of positions are available for out-of-state applicants; therefore, in order to be given serious consideration, nonresidents must present superior qualifications and preference is given to those who have a significant Georgia connection.

Academic Requirements

At least three years of work in an accredited college or university.

The minimum requirement is 90 semester hours or 135 quarter hours. The three-year college course, in both quality and quantity, must be acceptable as the equivalent of the first three years leading to the degree of Bachelor of Science in Arts in an approved college of arts and sciences. Preference is given to applicants who will have completed their baccalaureate degree.

An applicant may major in the discipline of his choice; however, he must complete the following:

Biology

One academic year of general biology or zoology (with laboratory).

Chemistry

(a) One academic year of general inorganic chemistry (with laboratory). Inclusion of quantitative chemistry is recommended.

(b) One academic year of advanced chemistry, two quarters or one semester of which must be organic chemistry with laboratory. The other quarter or semester may be fulfilled by any advanced chemistry course (laboratory not necessary).

Physics

The number of academic terms of Physics (with laboratory) necessary to cover mechanics, heat, light, sound, electricity and magnetism.

English

One academic year of English or whatever portion of the academic year is required for the baccalaureate degree in an accredited college or university.

Note: One academic year equals three quarters, two semesters, or one semester and two quarters.

Premedical Electives

An understanding of man, contributory to the wise and solid practice of medicine, can be derived from many disciplines. Students are encouraged to pursue in-depth study in disciplines which are of real interest to them, in addition to the required courses. The selection of the areas for in-depth study is not of primary concern to the committee; many students select natural science as a primary emphasis and others select physical sciences or the humanities. Elective courses may be used to broaden the background of students applying to medical school.

Medical College Admission Test (MCAT)

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application but no later than the fall. The test is given twice yearly at most senior colleges. Beginning with the fall of 1978, all applicants must take the new MCAT. Information concerning it may be obtained from the premedical advisor or from the Medical College Admission Test, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Health Report
A health report must be submitted to the Student Health Center after acceptance but before initial registration.

Personal Interviews
Interviews with members of the Medical College faculty are held by invitation of the Admissions Committee. Such interviews are ordinarily required prior to acceptance.

References
An evaluation of the applicant is required from two persons, one of whom should be an individual active in one of the health professions.

In addition, an evaluation from the applicant's premedical advisor is required. Recommendations from other sources are discouraged.

Technical Standards for Admission
Qualification for admission to, and graduation from, the Medical College of Georgia School of Medicine requires satisfaction of the following technical standards:

1. sufficient **intellectual capacity** to fulfill the curricular requirements of the various basic medical science and clinical science departments.
2. ability to effect **multi-modal communication** with patients, colleagues, instructors and other members of the health care community.
3. **physical ability** to learn and implement the various technical skills required by the faculty to facilitate preparation for the independent practice of medicine.
4. sufficient **emotional stability** to withstand the stress, uncertainties and changing circumstances that characterize the practice of medicine.

Detailed technical standards have been developed by the School of Medicine for use in evaluation of prospective students. These standards are admissions guidelines and are subject to continuing revision and improvement.

Application Procedures

The School of Medicine participates in the American Medical College Application Service (AMCAS), which means that application forms are issued by AMCAS upon receipt of an application request card from the applicant. The request cards can be obtained from the Office of Student Affairs, Medical College of Georgia, or from premedical advisors on most college campuses. The MCG deadline for filing applications (postmarked) with AMCAS for the entering class of September is the previous December. Early application is urged by the Admissions Committee. No application fee in addition to the AMCAS fee is required.

Irregular Students
Faculty members holding doctorates in basic medical or biological sciences who wish to qualify for careers in full-time academic or clinical research may enroll as irregular students in special instances.

Requirements for admission as an irregular student are available from the associate dean for admissions. Before final acceptance as an irregular student, applicants must obtain approval from the dean of the School of Medicine for the proposed course of study.

The college assumes no responsibility for future curriculum changes which might alter such programs.

Admission with Advanced Standing
Applicants in good standing in accredited two or four year medical schools will be considered for admission to the appropriate advanced level of the curriculum when student space permits. The School of Medicine also participates in COTRANS on a space available basis. Details should be obtained from the Office of the Associate Dean for Admissions, School of Medicine.

Financial Aid

An application form on which to apply for any assistance program administered by the college may be secured by writing the college's Financial Aid Office.

Curriculum

During the first year (Phase I) the students study the structure and function of the human body through courses in anatomy, histology, embryology, biochemistry, neurosciences, and physiology. Courses in humanities and behavioral sciences relate to the social, ethical and behavioral aspects of the individual. Microbiology is also included in the first year curriculum. Contact with patients begins with physical diagnosis during the winter quarter of the first year.

The second year (Phase II) points toward clinical medicine with courses in pathology, pharmacology, genetics, preventive medicine, public health, and laboratory medicine. Lectures in the "clinical sciences" provide the didactic basis for the major clinical blocks during the clinical years. Courses in radiology, anesthesiology, neurology and psychiatry are also given during the spring quarter. Interdepartmental cooperation and clinical relevance are stressed throughout the first two years.

In addition to the "core curriculum" two afternoons a week are assigned for electives during part of both the first and second years.

During Phase III of the curriculum, the student is required to take 76 weeks of clerkships including six basic clerkships. The Department of Medicine is responsible for the 12 week medical clerkship. The eight week surgical clerkship is taught by the Department of Surgery, including the subspecialty divisions and the Department of Anesthesiology. In addition, a six week clerkship is taught by the Department of Obstetrics and Gynecology, a six week clerkship by Pediatrics and a four week clerkship by the Department of Psychiatry. The Department of Neurology and the section of Neurosurgery are responsible for a four week clerkship.

The balance of the third and fourth years is filled by elective courses which can be advanced in the various clinical departments, including medicine, surgery, obstetrics and gynecology, psychiatry, neurology, pediatrics, dermatology, radiology, anesthesiology, opthalmology and family practice, as well as electives in basic sciences. Research electives are available. Electives may also be taken in other institutions and community hospitals upon approval by the appropriate department of the School of Medicine and the faculty Curriculum Committee.

The biological sciences and clinical sciences are taught by various departments of the School of Medicine.

Close affiliation agreements have been developed with major community hospitals in the state of Georgia. Part of the clinical core curriculum may be taken at one of these hospitals.

Phase I

First Quarter (14 weeks)		**Credit Hours**
CMB 550	Cell and Molecular Biology	16
ANM 552	Embryology	4
ANM 550	Gross Anatomy	8
ANM 553	Histology	7
HUM 550	Medical Humanities	3
		Total 38

Second Quarter (10 weeks)		
ITD 560	Approach to Physical Diagnosis	5
ANM 550	Gross Anatomy	6
CMB 570	Microbiology	10
PHY 550	Physiology	8
		Total 29

Third Quarter (11 weeks)		
PSY 550	Behavioral Sciences	2
	Electives	Satisfactory
CMB 571	Microbiology	4
ITD 550	Neurosciences I	11
PHY 551	Physiology	9
		Total 26

Phase II

First Quarter (15 weeks)		
ITD 540	Introduction to Clinical Medicine	3
ITD 555	Neuroscience II	2
PTH 560	Laboratory Medicine	8
PTH 550	Pathology	8
PHM 551	Pharmacology	4
PSY 560	Psychiatry	7
		Total 32

Second Quarter (10 weeks)		
END 550	Genetics	2
ITD 575	Infectious Diseases	4
ITD 541	Introduction to Clinical Medicine	3
PTH 551	Pathology	5
PHM 552	Pharmacology	5
RAD 550	Radiology	1
MED 550	Reticulo Endothelial System	3
		Total 23

Third Quarter (10 weeks)		
ANS 550	Anesthesiology	1
ITD 530	Endocrinology	5
	Electives	Satisfactory
ITD 565	National Board Review	No credit
OPH 550	Ophthalmology	1
PHM 553	Pharmacology	4
ITD 570	Physical Diagnosis	3
FMP 550	Community Medicine	3
		Total 17

Requirements for Phase III

A. General Requirements
   1. The minimum requirement in Phase III for graduation from the School of Medicine, Medical College of Georgia, is the satisfactory completion of 18 months work. Students are encouraged to pursue courses of study in excess of the minimum requirements.
   2. Students must have satisfactorily completed all of the requirements of Phase II before entering Phase III.

B. Required Clerkships (First Year — Phase III)
   1. Medicine 500
      3 months basic clerkship
   2. Obstetrics and Gynecology 500
      1½ months basic clerkship
   3. Pediatrics 500
      1½ months basic clerkship
   4. Psychiatry 500
      1 month basic clerkship
   5. Surgery 500
      2 months basic clerkship
   6. Neuroscience 500
      1 month basic clerkship

C. Electives
   In addition to ten months of basic clerkships,

a minimum of eight months elective experience constitutes the requirements for Phase III. Of these eight months, the maximum time which may be scheduled for off-campus electives is three months during Phase III.

Curriculum Bulletin

The courses offered are not limited to those listed in the catalog, and new courses are frequently introduced into the curriculum. It is possible that some of the courses listed may be withdrawn from the curriculum with the approval of the Curriculum Committee and the dean of the School of Medicine. Course descriptions can be found in the Phase III Curriculum Bulletin, a copy of which may be obtained by writing to the Curriculum Office, School of Medicine.

Scholarship and Promotion

Promotion of students from one year to the next is dependent upon the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by individual instructors, on department evaluations and on students' total records, including performance on Parts I and II of The National Board Examinations.

The faculty has the obligation and right to determine the methods of evaluation by performance or by examination, and to evaluate each student individually. Comprehensive oral examinations may be scheduled at the end of the second and fourth years on the advice of the Promotion Board.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Medicine if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physician.

Classification of Students

In the School of Medicine, students are classified as first year, second year, third year or fourth year.

Criteria for Promotion and Graduation

The material presented here is described in full detail in the publication entitled Promotion and Graduation, Policies and Procedures, Handbook for Students and Faculty. A copy of this is provided to each student and faculty member.

I. Standards of Academic Performance

A. In order to be promoted or graduated, a student must have a grade of C or better in every required course.

B. Interpretation of Grades

a. Outstanding — Superior performance.

b. Good — Commendable performance, work of good quality.

c. Satisfactory — Acceptable performance, a definitely passing grade with no reservation.

d. Marginal — A grade that indicates this student has not met the minimal performance in this area, and that additional experience and demonstration of learning shall be required if this subject is specifically required for graduation.

f. Not passing — Failing and unsatisfactory work.

II. Remedial Work for Academically Deficient Students

A. Upon the basis of the student's academic performance and after the evaluation of possible mitigating circumstances, the Promotions Class Committee shall recommend for an academically deficient student remedial work, repetition of all or part of the year, or appropriate combinations of remediation and repetition of deficient courses. As stated above, a student may be recommended for dismissal for sufficient cause.

B. An unsatisfactory (D) or failing (F) grade in a required course shall be changed to a passing grade upon successful completion of remedial work. A student may not begin the Phase III curriculum unless all Phase I and Phase II required courses have been passed at a satisfactory level (C or better).

C. The nature of remediation shall be determined by the specific department(s) involved, insofar as the remediation does not interfere with the required coursework.

III. Recommendations for Dismissal

The academic performance of each student is evaluated by the Promotions Class Committee periodically. A student may be recommended for dismissal for sufficient cause. Guidelines for dismissal and the dismissal procedures of the Promotions Committee are outlined in detail in the current Promotions Committee Handbook.

IV. Phase III Required Clerkships

In Phase III, in the case of a required clerkship where it is possible to repeat the course without repeating the entire year, an F must be removed by repeating the clerkship.

V. Electives

A. At the end of Phases I, II, and III, a student must have a grade of C or better in each elective course taken to satisfy the prescribed number of elective hours required for the phase in which the student was enrolled. A grade recorded as "pass" is equivalent to a C or better.

B. If a student receives a grade of D or F or "fail" in an elective, and does not repeat the elective nor do remedial work to raise the grade, the student will receive no credit for the elective. The student shall have to take additional elective work and pass it with a grade of at least C or "pass" in order to satisfy the prescribed number of elective hours.

C. For graduation a student must have a cumulative (or total) elective average for Phase I, II, and III of C or better based on all elective grades (both passing and failing grades). The total elective average is an internal calculation and does not become part of the student's permanent record. Calculation of a total elective grade for Phase I, II, and III before graduation shall be necessary only for students with elective grades of D or F on their record.

VI. National Board Examination Requirements, Parts I and II

A. A student must satisfy requirements for the National Board Examination, Part I and II, for 1 and 2 listed below:

1. Promotion from Phase II to Phase III — Part I
2. Graduation — Part II

B. See Section "Requirements for National Board Examination."

VII. Early Graduation

A. Application and Effective Dates

A student who completes Phase III requirements may apply for graduation quarterly. The quarterly dates, which will appear on the diploma, will correspond to the day after the last day of November, February and August Phase III rotation as published in the MCG Catalog. The annual formal graduation is held in June at the end of the academic year. This June date appears on the diploma of students graduating at the end of the May quarter.

Applications must be made both to the Registrar and Associate Dean for Curriculum at least four months prior to the requested date of graduation.

B. Promotions Committee Procedure

The meetings of the Class Committee and the Full Promotions Committee to consider students for early graduation will be held as soon as practicable after completion of the student's final rotation and receipt of the grades in the Registrar's Office.

Other Programs and Administrative Procedures

Student Responsibilities & Judicial Procedures

Student discipline at the college is the responsibility of the president and his administrative staff. Students will be liable for disciplinary action should they fail to act in a manner of credit to themselves, the college and the medical profession.

Honor System

Every medical student is expected to maintain a high degree of personal integrity and honor, not only during his years on the campus, but also throughout his practice as a physician. In recognition of this obligation, each student is expected to subscribe to an honor code established by the students of previous years. The Honor Court is composed of twelve regularly enrolled students, with four members from each of the fourth, third, and second year classes. A copy of the Honor Code is distributed to freshmen during orientation.

Student Affairs Committee

The Student Affairs Committee of the School of Medicine acts as an advisory committee to the dean of students and faculty relations. The committee consists of the chairman, nominated and appointed in accordance with the policies for general faculty committees; one faculty member elected by the students for each of the four classes; associate dean for students, ex officio; and director of student affairs, ex officio. Student members include the president of each class, the president of the Student American Medical Association and the School of Medicine representative to Organization of Student Representatives of the AAMC.

Alpha Omega Alpha

A chapter of this honorary scholastic fraternity in medicine was established at the college in 1926. Each year students of the third and fourth

year classes are nominated on the basis of both peer and faculty recommendations and academic excellence. Elections are held by active members of the chapter.

Special Programs

Guest Lecturers

Throughout the year, distinguished physicians and scientists from other schools and from overseas visit the various departments of the Medical College of Georgia and participate in departmental teaching progams.

Distinguished lecturers address the whole school each year.

In addition, the following special lectureships are held: (1) The Aaron Brown Memorial Lecture, sponsored by Phi Delta Epsilon Fraternity; (2) The Alpha Omega Alpha Honor Fraternity sponsors two lectures annually (Student Honors Day occurs with the spring lecture); (3) The Sydenstricker Lecture, in honor of the late Dr. Virgil P. Sydenstricker, a distinguished member of the faculty for many years, sponsored by the Student American Medical Association.

Research Fellowships

The Medical College of Georgia has a limited number of summer research fellowships in which students work closely with faculty investigators on specific problems.

This is an elective, but an important component of the students' educational experience, allowing them to participate in research and to develop an understanding of the methods, philosophies and problems involved.

Interested students should contact departments directly.

Affiliated Hospitals Program

The School of Medicine has developed a number of affiliations with community hospitals around the State of Georgia. These affiliations are aimed primarily at widening the educational experiences of our students by providing them with educational opportunities in general medicine and in the specialty fields at the affiliated community hospitals. By participating in these training programs the students will gain experience, insight, and perspective into the practice of high quality medical care as it exists in private practice and in these community hospitals.

The required clerkships in clinical medicine are organized to make optimal use of the clinical facilities in the Augusta area. These clerkships accordingly are situated in the teaching hospital, the University Hospital (city-county hospital), the Veteran's Administration Medical Center and the Georgia Regional Hospital.

Elective programs in community hospitals and the family practice preceptorships are available to students who have completed the nine months of required clerkships in the Phase III Curriculum. A total of three months of elective training may be spent in community hospitals or off-campus preceptorships. Electives are available in Savannah at the Memorial Medical Center; in Columbus at the Medical Center; and the Medical Center of Central Georgia in Macon. In Augusta, electives are available at the University Hospital, at the Dwight David Eisenhower Army Medical Center, and the Veteran's Hospitals.

Postdoctoral Training Programs

The college has internship and residency programs which have been approved by the Council on Medical Education and Hospitals of the American Medical Association. The teaching hospital of the college, Talmadge Memorial Hospital, is the parent hospital for these programs, but integration and/or affiliation with the University Hospital, Augusta; the Veteran's Administration Hospitals, Augusta; Memorial Hospital, Savannah; Georgia Regional Hospital, Augusta, and the Medical Center of Central Georgia, Macon, may be included. A brief outline of the various training programs is given below. Applicants seeking residency training should apply directly to the department chairman or to the director of Hospital and Clinics.

Internships

Family Practice

The first year in the Family Practice Residency Training Program is equivalent to the first post-graduate medical year. A description of this year is found under the section on Family Practice residencies.

Internal Medicine

Straight medical internships are available which are designed as the first post-graduate year of training toward Board certification in internal medicine. Interns rotate through the Talmadge Memorial Hospital, which is a subspecialty referral hospital; the University Hospital, which serves the local indigent patient population; and the Veteran's Administration Hospital. Thus the intern has a broad experience in the management of a variety of diseases in different patient populations. An important responsibility of the intern is his or her role in the teaching of medical students and other paramedical personnel. This responsibility along with the responsibilities for patient care prepare the intern for advanced scholarship in the clinical skills of diagnosis and

management of those diseases falling within the realm of internal medicine.

Obstetrics and Gynecology

Five internships are offered by the department of Obstetrics and Gynecology. These constitute the first year of our four-year program leading to Board eligibility in obstetrics and gynecology. The intern spends six months on obstetrics and gynecology, four months on medicine, one month in the emergency room and one month in the neonatal intensive care nursery.

Pathology

The straight internship in pathology is offered to recent graduates whether or not they have decided about later training. The intern's experience is like that of a first-year resident. His study of human disease is excellent preparation for any clinical field. If he decides to continue in pathology, it is a year saved that can be spent later in special research training. An elective in one of the clinical disciplines may be arranged. The internship program is in the Medical College teaching hospital and may include elected periods in the Medical College affiliated University Hospital.

Pediatrics

Seven straight internship positions in Pediatrics are offered each year. Rotations are provided on the Pediatric Inpatient Service at Talmadge Hospital (secondary and tertiary care center), the Neonatal Intensive Care Unit at Talmadge and a rotation at University Hospital, which includes inpatient and outpatient care in a primary care setting. This year is designed as the first of three years to prepare one for board certification and the practice of Pediatrics.

Surgery

Ten straight internships in surgery are offered. These ten internships in the General Surgery "core" rotations include positions for those graduate trainees who have career goals in the specialties of thoracic surgery, neurosurgery, orthopedic surgery, plastic surgery, urology and otolaryngology as well as in general surgery.

The "core" program is based on a philosophy that surgery is a "discipline of medicine" and that surgeons should be "internists who operate."

Rotations include general surgery, emergency medicine, acute cardiology, respiratory care, and elective time in a broad spectrum of disciplines.

Flexible Internships

The flexible internship is primarily intended for those individuals who have not decided upon a residency program or whose training needs are not best provided by a single departmental program. It allows maximum latitude of choice in the content of the first postgraduate year of training, since the only specific requirements are four months of internal medicine and one month of emergency room. Such latitude will require special counseling for each applicant to ensure that the program selected best suits his long range plans. As such, the flexible internship fulfills requirements for Georgia State Licensure and will allow adequate preparation for entry into any of the residency programs of the Medical College.

Residencies

Anesthesiology

In conformance with the continuum in anesthesiology specialty training as promulgated by the AMA and the ABA, this department offers two programs for specialty training in anesthesiology.

1. a. A basic year of training with rotations on other specialties and subspecialties such as medicine, pediatrics, emergency room, cardiology, etc.
   b. Two years of clinical anesthesiology. This time would be spent in the O.R., respiratory therapy, intensive care, obstetrics, etc., covering the usual range of clinical anesthesiological experience.

For the M.D. coming directly from medical school into anesthesiology, the (a) and (b) mix can be arranged in any fashion to fit the needs and desires of the candidate and departmental chairman. That is, six months of (a), followed by two years of (b), and finally six months of (a), or any other combination could be followed.

For the M.D. coming into anesthesiology from practice or other areas of medicine, the (a) requirements could be satisfied by one year of satisfactory rotation in other specialties prior to admittance into the anesthesiology program.

2. A four year program consisting of (a) and (b) above plus (c), one year of optional training in an area of research, in clinical anesthesia that is more advanced and specialized than the usual experience gained during the 24 months of clinical anesthesia, or in a basic science or a clinical discipline other than anesthesiology.

Dermatology

The residency training program in dermatology is for three years with emphasis on both clinical and basic scientific aspects of cutaneous medicine. Patients are seen in outpatient clinics at the Talmadge, University, and Veteran's Administration Hospitals. There are ten inpatient beds at the Talmadge Hospital and beds are available at the V.A. Hospital on a "need basis." Training is graduated, with increased responsibility in the care of patients accruing throughout the program.

Regular weekly conferences include dermatology grand rounds, histopathology conference, basic science seminar, journal club and didactic conferences. In order to develop the critical capacity necessary to evaluate advances in dermatology, residents rotate through the research laboratories for periods of two to twelve months full-time during their training, and are required to complete a clinical or laboratory research project during the three year training period.

Family Practice

A Department of Family Practice is available to provide the physician the training necessary to become qualified for the American Board of Family Practice. Objectives of the training in the Department of Family Practice are to equip the physician with the knowledge and skills necessary to provide quality continuous and comprehensive care to individual family members and to the family unit as a whole. Further, the physician is oriented to the care of the acute and chronically ill and also in health maintenance and disease prevention. Instructions are provided in recognition and understanding of the socio-behavioral problems in health and disease in the context of the family. There is an ongoing attempt to stimulate interest in clinical research. Significant emphasis on the necessity of continuing education for physicians is provided. The central activity for training in family medicine occurs in the Family Practice Center of the Medical College of Georgia. Here medical students, nursing students, Family Practice residents and Family Practice faculty participate in health care delivery to families and their individual members.

The first year of the Family Practice residency consists of rotations through specific core components of medicine to include: Internal Medicine, Pediatrics, Surgery, Obstetrics, Gynecology, Surgery, Family Medicine, In-patient Service, Emergency Room and Family Practice Center. This establishes the broad base experience that is needed by the Family Practice resident to deliver health care services to patients in the second and third years. During the second and third years, Family Practice residents spend an increasing portion of time in the Family Practice Center, responding to the needs of families under their care. The second and third year residents also assume significant independence in their evaluation and management of patients, and in the third year begin to participate in major teaching responsibilities of junior residents and students.

Internal Medicine

A complete post-graduate training program in internal medicine and its subspecialties is offered; all of the training required for qualification for the American Board of Internal Medicine and each of the Subspecialty Boards can be obtained. The internship and residency program is integrated with the University Hospital and the Veteran's Administration Hospital. Fellowships are available in cardiology, cardiovascular research, hematology, infectious diseases, endocrinology and metabolism, gastroenterology, renal diseases, rheumatology, pulmonary disease, clinical nutrition and medical oncology. Teaching rounds and conferences are held daily for house officers and students.

Neurology

A fully approved three year residency in neurology combines the facilities of Talmadge, University and Augusta VA hospitals. The first year is spent on the wards and in the clinics, with a rotation on neurosurgery. The second year consists of pediatric neurology and rotations of neuroradiology and neuropathology. The final year as a senior resident offers a wide choice of electives, including opportunities in neuropsychology, neurophysiology, neurochemistry, EEG, EMG, etc. The resident may participate in the community outreach programs sponsored by the Department of Neurology.

The goal of the neurology residency program is to train clinically competent neurologists who will be equipped to make an original contribution to the knowledge of the nervous system, in either an academic setting or in clinical practice. Three residents are accepted each year.

A training program in pediatric neurology is offered under the joint auspices of pediatrics and neurology, and supervised by three full-time faculty members of the section of pediatric neurology. Two types of programs are offered: one year of fellowship (PL3) or a 5 year program (including internship) combining pediatric, adult neurology and pediatric neurology training which meets the specialty board requirements.

Obstetrics and Gynecology

A parallel four-year residency program leading to Board eligibility is offered. The first year is described under Internships, and during the subsequent three years, in addition to general obstetrics and gynecology, the resident gains experience in reproductive endocrinology, maternal-fetal medicine, gynecologiconcology, family planning, gyn-surgical pathology and obstetrical anesthesia. The program utilizes both Talmadge and University Hospitals. The residency is academically oriented and house staff participate in student teaching and research.

Ophthalmology

A three year residency program in opthalmology is offered with training at the teaching hospital with rotations at University Hospital and the Veteran's Administration Hospital. Training in all types of ophthalmic surgery is included. A basic science course in ophthalmology is part of the residency program.

Pathology

The training program offers one year of internship and up to five years of residency. The resident-physician participates in the student teaching program, in the department's autopsy, surgical pathological and clinical pathological services; periods of part-time or full-time research are available to those who want them. Places are available to persons preparing for academic pathology or the practice of pathology, and to those who may desire a year or more of training in pathology in preparation for another discipline. Individualized programs that satisfy Board requirements, and the individual's career goals are arranged in the Medical College teaching hospital and may include elected periods in the Medical College affiliated University Hospital.

Pediatrics

The Pediatric residency involves at least two years beyond the internship year. Further experience is provided on inpatient rotations, newborn care and outpatient clinics, both at University and Talmadge Hospitals. In addition, electives are offered in Pediatric Cardiology, Allergy-Immunology, Neurology, Adolescent Medicine, Infectious Diseases, Pulmonary Medicine, and private physicians' offices. The resident participates in the teaching of medical students. Basic sciences and logical thinking are promoted through problem case conferences, grand rounds, Pediatric x-ray conferences, Pediatric pathology conferences, and journal clubs. Fellowships are available in Allergy-Immunology, Cardiology, Infectious Disease, Neonatology, Neurology and Pulmonary.

Psychiatry

The department has a fully approved three year residency program in psychiatry. In addition, the department offers Categorical first post graduate year training in cooperation with the Department of Family Practice, Medicine and Pediatrics. Detailed information about the program may be obtained on request.

Diagnostic Radiology

A four year residency in general diagnositc radiology is offered. The first year may be spent in a flexible program or as a straight first year residency of another program. Three years are spent with four month rotations in neuroradiology, nuclear medicine, special procedures, pediatric radiology and 20 months in general diagnostic radiology. Emphasis is on progressive independence of the resident as his foundation is strengthened. There are 50,000 exams per year in the present facility of all varieties. During 1975, an outpatient section was opened.

Radiation Oncology

A four year approved residency program is available. The first year is spent in a flexible first year program or a straight program of another specialty. During the three years experience is gained in treatment planning, the basic physics of radiation oncology, its radiobiological effects and the use of various modalities of treatment as it relates to the general problem of oncology. The use of apparatus of different energies is utilized in the program. An area radiation therapy program greatly strenthens the variety of patients treated. Eight hundred new patients are treated each year.

General Surgery

This is an integrated program which includes rotations through Talmadge Hospital (referred surgery), University Hospital (trauma and referred) and the Veteran's Administration Hospital. The program is four or five years in length following the internship. The length of the five year time tract is designed for those who wish to pursue a career in academic surgery and requires a year of research experience. Laboratory experience is not required in the four year program.

Five residents are trained at each level beyond the internship. The program is not pyramidal. Competent performance is essential for reappointment. The program is based on a philosophy that surgery is a discipline of medicine and that surgeons are "internists who operate." Anatomy, physiology, and biochemistry and the correlation of basic science in clinical problems is contantly stressed in a wide variety of daily rounds, teaching conferences and in grand rounds.

Neurosurgery

This is a five year training program with a prerequisite of one year internship of choice and one year general surgery or one straight surgical internship. Five residents are accepted. Training includes clinical neurosurgery and microsurgery supplemented by on-service participation in neuroradiology and weekly conferences in neuropathology and off-service experiences in clinical neurology and combined neuroanatomy and neurophysiology as well as basic research. The teaching hospital, the University and Veteran's Adminstration Hospitals participate in the training program. By special arrangement, the residents may receive graduate school credit while actively pursuing the neurosurgical residency.

Orthopedic Surgery

The orthopedic program is a four year program which includes a period in the first year in general surgery. Experience and increasing responsibility is provided in the program in the basic science of orthopedics, fractures, children's and adult orthopedics, and reconstructive surgery. Affiliation with the Veteran's and University Hospitals is included. Long-term observation and comprehensive care are emphasized. Three residents are appointed each year.

Otolaryngology

The Division of Otolaryngology offers an approved residency training program. A prerequisite of one year post-graduate surgical training is required. The actual otolaryngology training is three years in duration and the rotations include the Talmadge Memorial Hospital, Veteran's Administration, and University Hospital. Emphasis is placed on a broad background to include a basic science course and adequate clinical exposure to otology, bronchoesophagology, maxillofacial trauma, and head and neck surgery.

Plastic and Reconstructive Surgery

The overall program is planned to comprise two and one-half years including a six-month Hand Fellowship in Louisville, Kentucky with Dr. Harold Kleinert. Qualifications for residency include completion of three years of general surgical training or the equivalent, high moral and ethical standards and the recommendation from previous training programs.

The primary objective of the Division of Plastic and Reconstructive Surgery is to provide quality instruction and clinical material for general plastic surgical training. This broad-based program will be structured to offer didactic and clinical application in the basic understanding of wound healing, tissue transplantation, metabolic and genetic alteration and specific surgical techniques during the early phase of training with graded clinical responsibility in the latter years. Specific areas of interest will include the cleft lip-palate, craniofacial anomalies, diagnosis and management of congenital hand anomalies and hand injuries, acute burn therapy and reconstruction, ablation of head and neck tumors and recon struction, and cosmetic surgery.

Rotation schedules will begin at Talmadge Hospital for six months and follow for the second six month period at University Hospital or at the Veteran's Hospital. The second year of training will begin with a six month Hand Fellowship in Louisville, Kentucky, under the direction of Dr. Harold Kleinert. This program provides one of the most inclusive exposures to hand surgery available. The chief year is one of application of principles, both in the operating room and in primary patient responsibility. The final six months will be spent at Talmadge Hospital.

Thoracic Surgery

This is a two or three year program. Prerequi sites include internship and four years of general surgery residency (with chief residency) training primarily in the teaching hospital with rotations through Memorial Hospital, Savannah Ga., and Veteran's Administration Hospital, Augusta. Four residents are accepted.

Urology

A three year program is offered with prerequisites of one year internship and one year in a field basic to urology (usually a year in general surgery). It is served in the teaching hospital and at the Veteran's Adminstration Hospital. Six residents are accepted.

Continuing Medical Education

The objective of continuing education is to preserve and increase professional knowledge and competence throughout the entire career of professional health workers. The program of Continuing Medical Education in close cooperation with the departments in the School of Medicine and with the Division of Continuing Education has the responsibility for developing and presenting educational activities to assist professional health workers in maintenance and further development of their skills.

Types of Courses

1. Campus Symposia
   Numerous courses lasting from one to five days are presented each year.
2. Physician's Continuing Education Series
   In several cities throughout Georgia a series of one day medical symposia are presented each year.
3. Intermittent Courses
   Each session of these courses usually lasts a few hours, and sessions are held at specified times over a period of months.
4. Special Technique Workshops
   Workshops in laboratory, diagnostic and therapeutic procedures offer enrollees an opportunity to obtain practical experience.
5. Clinical Traineeships
   Experience in wards or laboratories for periods of one week or longer is offered by special arrangement with the chairman of the department concerned and the Division of Continuing Education.

Program Announcements

Prior to each course, brochures describing the topics, faculty, meeting place, time, and registration fees are mailed to the group for whom the course was developed.

Credits

Instruction presented in this program is not designed to give credit toward specialty qualification or academic degrees. However, a record of attendance is maintained for the benefit of those individuals who attend these courses, and continuing education units (C.E.U.'s) are awarded for most courses.

The program of Continuing Medical Education is accredited by the Council on Medical Education of the American Medical Association, and physician's attendance at most courses is acceptable for credit toward the Physician's Recognition Award of the American Medical Association.

Attention is given to the requirements of the American Academy of Family Practice, and attendance at most courses is accepted for credit by the Academy.

Fees

The enrollment fees for continuing education courses are listed separately for each course and are based on guest faculty participation, hours of instruction, and equipment required.

Residents, interns, medical students, and college faculty may attend most courses without fees. Certain courses are restricted and have limited enrollment.

Course Descriptions

Note: Courses numbered 500-599 are open to medical students only.

Where appropriate, course lecture-lab-credit hours are designated, e.g. (4-2-5 hours).

Interdepartmental

ITD 501. Clinical and Reproductive Endocrinology.
This one or two month elective will be an interdepartmental and interdisciplinary elective program with the participation of the Departments of Endocrinology and Medicine. The two month elective will consist of a month of Reproductive Endocrinology (ITD 501 E) in the Department of Endocrinology, followed or preceded by a month of Clinical Endocrinology (ITD 501 M) in the Section of Metabolic and Endocrine Disease. There will be a didactic core of several hours per week for all students who will be expected to attend and make case presentations at interdepartmental rounds weekly.

ITD 502. Acting Internship in Pediatric Neurology.
This is a primary care elective. The student will manage patients admitted to the Pediatric Neurology Service at Talmadge Hospital, answer consultation requests from other services and attend Pediatric Neurology Clinics. Regular daily bedside teaching rounds will be held as well as scheduled preceptor-student sessions with a full-time faculty member. The student will be exposed to common pediatric neurological problems which include epilepsy, metabolic disorders, mental retardation, birth defects, learning disorders and neuromuscular problems.

ITD 503. Acting Internship in Pediatric Neurology.
ITD 504. Acting Internship in Pediatric Neurology.
Advanced rotations, ITD 503 and ITD 504 will allow opportunity for more indepth experience in Pediatric Neurology. There will be more flexibility in these programs depending on the student's past experience. Whereas ITD 502 is located at Talmadge Hospital only, these advanced clerkships will offer considerable experience at the University and Gracewood Hospitals, as well as considerable opportunity for clinical and basic library research.

ITD 530. Endocrinology, Reproduction and Population. (4-2-6 hours)
The course provides the student the basic anatomy, biochemistry and physiology of the endocrine glands at a level that reinforces the introduction in Phase I and correlates the basic science principles in normal human physiology and endocrine diseases. After an introduction to the endocrine systems the course covers normal and abnormal development of secondary sex characteristics and puberty in the male and female, conception, contraception, pregnancy, labor, delivery and the neonate in utero and shortly after birth. The course then moves on to world population dynamics and that of the United States and current and future approaches to population control. Departments of Medicine and Endocrinology participate.

ITD 550. Neuroscience. (7-4-9 hours)
Prerequisite: First year standing in School of Medicine
An integrated course covering the structure and function of the human nervous system, including an introduction to clinical applications. The departments of Anatomy, Cell and Molecular Biology, Neurology, Physiology, and the Division of Neurosurgery participate.

ITD 540. Introduction to Clinical Medicine.
This course is designed to introduce the student to selected topics in medicine, pediatrics, surgery, obstetrics and gynecology. Emphasis is placed relating pathophysiological and biochemical abnormalities of disease processes to the clinical signs and symptoms of the disease.

ITD 560. Physical Diagnosis (Phase I).
This course imparts to the first year medical student the skills for performing a routine physical examination. It then enables the student to apply these skills in a patient contact experience. The course also allows the first year student to inter-relate with medical students who are in their clinical years, thereby providing a very relevant introduction to the clinical setting.

ITD 570. Physical Diagnosis (Phase II).
Conducted in the hospital setting with students assigned in small groups to individual faculty members, this course prepares the student for the clerkships of the clinical phase of medical school. It does so by amplifying the physical examination skills acquired in the Phase I Physical Diagnosis course and directs these skills toward the detection of abnormal findings. Moreover, the course emphasizes the skills of patient interviewing and history-taking.

ITD 575. Infectious Diseases.
This course is designed to compliment the Freshman Microbiology course, and is presented mainly by the Departments of Medicine and Pediatrics with assistance by Dermatology, Urology and Orthopedics as well. Infections are discussed by a systems approach,

with emphasis on prevention, host-parasite interactions, diagnosis and management. The course consists of both lecture and case-laboratory presentations.

Anatomy

D. Bockman, Chairman; M. Barrett; W. Boydston; G. Colborn; T. Gale; R. Holt; M. Kirby; L. Lause; T. McDonald; J. McKenzie; M. Mulroy; T. Rosenquist; D. Sickles; P. Sohal; J. Tischfield; J. Trill; T. Weidman; D. Welter

ANM 300. Histology. (5 hours)
(Open only to students in the summer program for minority students)

A lecture and laboratory course on the microanatomy of cells, tissues and organs. Lectures are concerned with the cellular structure of the major organs of the body in relation to the function of the organs. In laboratory the students interpret electron micrographs and use the light microscope to study: 1) the major tissues of the body, 2) the major organs of the body, and 3) important parts of the organs. Students receive at least three examinations, in addition to several quizzes, on the students' proficiency in the material covered in lectures, laboratories and the textbook.

ANM 310. Survey of Human Anatomy. (5-0-5 hours)
(Fall)

The elements of human gross, histological, and devel opmental anatomy with an introduction to the anatomy of the major organ systems of the body.

ANM 330. Musculoskeletal Anatomy.(3-9-7 hours)
(Fall)

This course consists of an in-depth study of the musculoskeletal system of the human body and a survey of the visceral systems. The laboratory exercise consists of dissection of the human cadaver.

ANM 331. Basic Neuroanatomy. (3-6-6 hours)
(Winter)

This is an in-depth study of central nervous system structures and the components of peripheral nerves. The laboratory exercise consists of dissection of the human brain and spinal cord, the use of Kodachrome slides of nervous structures, and mounted sections of brain tissue.

ANM 332. Systemic Anatomy. (3-9-7 hours)
(Summer)

This is an in-depth study of the cardiovascular, pulmonary, digestive and reproductive systems, with a survey of head and neck and the musculoskeletal system. The laboratory exercise consists of dissection of the human cadaver.

ANM 550. Medical Gross Anatomy.(4-12-10 hours)
(Fall and Winter)

A lecture and laboratory course which includes dissection of the human body.

ANM 552. Medical Embryology. (3-0-3 hours)
(Fall)

A study of the fundamental principles of mammalian embryonic development. Subject matter includes germ cell formation, fertilization, implantation, placentation, and morphogenesis of the various organ systems.

ANM 553. Medical Histology. (2-6-5 hours)
(Fall)

A study of the cells, tissues, and organs of man as related to their function.

ITD 550. Neuroscience. (6-6-9 hours)
See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Anesthesiology

Z. Gramling, Chairman; C. Bittle; M. DeVore; S. Fadel; D. Harwell; C. Johnson; W. Johnson; M. Laslie; M. Mani; P. Mote; A. Neal; J. Oller; J. Pruett; J. Rucker; A. Smith; H. Smoak; J. Williams.

ANS 501. Anesthesiology Four Week Clerkship.

Basic elective which includes pre- and post-anesthetic evaluation, follow-up and management of patients during anesthesia and also in the recovery room, shock — its recognition and management; fundamental considerations and application of cardiovascular resuscitation using a mannequin; inhalation therapy; diagnostic and therapeutic blocks; the use of regional anesthetic drugs; technical experience in venous and arterial cannulation; patient monitoring, endotracheal intubation; fluid and electrolyte management; narcotics and analgesics; and the use of sedatives and hypnotics.

ANS 502. Anesthesiology Research Fellowship.
(Special Elective)

The Department of Anesthesiology has an ongoing program in basic laboratory and clinical research. Either of these areas is available for student participation, depending on the student's background and interests, as well as projects that are then current in the department. Clinical studies might involve management of the surgical patient during the perioperative period or the critically ill patient in ICU.

Laboratory studies focus primarily on pulmonary, cardiovascular, and CNS physiology of laboratory animals and the alteration of these systems by the pharmacological action of general anesthetics and related drugs. The drugs and agents studied may include those in current use as well as those in investigational or developmental stages.

ANS 503. Anesthesiology Eight Week Clerkship.
(Special Elective)

Closely supervised clinical experience in the administration of anesthesia, including spinal, epidural, specific nerve block and field block, depending on the availability of material. The mechanism of endotracheal intubation will be stressed. The experience will be similar to that of a resident just beginning training in

Anesthesiology. The student will attend all scheduled teaching seminars and conferences.

ANS 504. Anesthesiology Preceptorship. (Special Elective)
ANS 504-A. Anesthesiology Preceptorship. (Special Elective)
Clinical experience in Anesthesiology in an off-campus hospital approved by the Department Chairman.

ANS 505-A. Respiratory Therapy (Special Elective)
Introduction to both theoretical and technical aspects of respiratory therapy, with emphasis on basic physiology as related to the patient's problems, and in solving these problems, and with special emphasis on intensive care. Ventilators, IPPB, oxygen and aerosol therapy, blood gas interpretations, and pulmonary function studies are among the topics to be covered. In addition to lectures, selected patients will be used to demonstrate actual practical therapeutic aspects of respiratory therapy. Student will be placed on call schedule.

ANS 506. Obstetrics Anesthesia Elective.
Four weeks in obstetrical anesthesia to gain experience in the use of epidural, spinal and other analgesics in the pain relief of labor and delivery. Effect of local anesthetics on labor pain contractions and on fetal heart rate, reading of fetal monitors, and also infant resuscitation technique will be stressed.

Cell and Molecular Biology

T.H.J. Hiusman, Chairperson; A. Abdel-Latif; E. Abraham; R. Akhtar; R. Bard; G. Best; V. Bhalla; O. Black; G. Brownell; J. Bulkacz; S. Bustos-Valdes; L. Carter; F. Carl; M. Datta; T. Dirksen; D. Dorn; J. Erbland; G. Faguet; A. Felice; F. Garver; S. Gelfant; J. Gilman; K. Hall; W. Harms; H. Harris; S. Henry; J. Hill; L. Hodge; F. Hommes; E. Howard; J. Howard; S. Hsia; W. Karp; K. Lanclos; D. Lapp; F. Leibach; J. McPherson; C. Nair; A. Reese; A. Roesel; C. Roesel; G. Schuster; D. Scott; R. Shimp; S. Singal; L. Smith; T. Sprinkle; T. Stoming; J. Tischfield; J.B. Whitney; J.B. Wilson; J.T. Wilson; L. Wilson.

CMB 310. Introductory Microbiology. (5-0-5 hours)
CMB 311. Introductory Microbiology. (5-0-5 hours)
An introduction to the nature of micro-organisms, medical microbiology and immunology. Content will include morphology, physiology and taxonomy of representative micro-organisms, bacteria, fungi and viruses of medical importance and their relation to diseases of man.

CMB 345. Survey of Biochemistry. (5-0-5 hours)
Prerequisite: Survey course in Inorganic and Organic Chemistry.
A study of the chemical principles of living organisms. The course includes the structure of biomolecules, energy yielding processes, energy requiring processes and transfer of genetic information.

CMB 501. Disorders of Metabolism.
A student in this elective will study functional and inherited disorders of metabolism and transport. The student's time may be divided among some or all of the following: genetic readings in the literature, discussion, study of patients, observations of or participation in laboratory studies.

CMB 550. Medical Biochemistry.
This course consists mainly of lectures explaining the biochemistry of carbohydrates, proteins, lipids, nucleic acids, enzymes, vitamins, etc. Biochemical defects which lead to disease are also explained and a trip to Gracewood State School and Hospital is included. Approximately eight hours of lecture are presented weekly.

CMB 570. Medical Microbiology. (10-0-10 hours)
CMB 571. Medical Microbiology. (4-0-4 hours)
A lecture and laboratory course which considers the characteristics and properties of micro-organisms, their role in the disease process and selected aspects of diagnosis and treatment of infectious disease. Eight hours of lecture per week and conferences at periodic intervals.

ITD 550. Neuroscience. (6-6-9 hours)
See course description under Interdepartmental Courses.
Additional courses are listed under the School of Graduate Studies.

Dermatology

J.G. Smith, Chairman; D. Abele; D. Chalkner; S. Gelfant; C. Sharma.

DER 501. Dermatology Clinical Clerkship.
One-month clerkship experience on the dermatology service. Students will see inpatients and outpatients at the Talmadge Hospital and also outpatients at dermatology clinics at Fort Gordon, University and VA Hospitals. Students participate in Dermal Pathology Conferences, Journal Clubs, and Basic Sciences Seminars. Supervision will be provided by the full-time staff and clinical faculty of the Department of Dermatology and the dermatology housestaff. Off-campus electives may be arranged with prior approval of the faculty.

Endocrinology

V.B. Mahesh, Chairman; T. Abney; V. Bhalla; E. Bransome; J.R. Byrd; A. Costoff; J. Ellegood; D. Gambrell; R. Greenblatt; C. Hendrich; L. Hendry; F. Leibach; P. McDonough; T. Mills; T. Muldoon; T. Ogle.

END 501. Research in Endocrinology. (Special Elective)
Consists of study of biosynthesis, secretion and metabolism of hormones in health and disease and introduction to research techniques, including cytogenetic techniques in the field of endocrinology.

ITD 501. Clinical Endocrinology and Reproduction.
See course description under Interdepartmental Courses.

ITD 530. Endocrinology, Reproduction and Population.
See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Family Practice

J. Calvert, Chairman; E. Altekruse; M. Arnold; J. Baxley; S. Bono; A. Brown; A. Burnsed-Geffen; L. Calvert; J. Carr; D. Carroll; E. Cook; J. Cooper; L. Copeland; J. Croley; A. Duggan; P. Forney; G. Foster; G. Garrison; A. Gelbart; R. Graft; H. Graham; W. Gullen; C. Hames; J. Hobbs; L. Horns by; J. Hudson; A. Jablonowski; B. Jerath; R. Longe; J. Martens; R. Melcher; M. Miller; P. Mongan; E. Montana; C. Moreland; W. Nicholson; J. O'Neal; H. O'Rear; M. Patton; F. Payne; C. Peluso; G. Perrow; R. Peters; G. Poda; R. Pogue; J. Richards; T. Sappington; R. Seklecki. C. Shealy; E. Singletary; W. Taylor; L. Thomas; R. Thompson; J. Tollison; J. Tripp; J. Varma; D. Ward; D. Waters; O. Wilson.

FMP 501. Family Practice and Cardiovascular Disease.
(Preceptorship Special Elective)
This off-campus elective, held in a private practice clinic in Claxton, Ga., provides an opportunity to observe and participate in a well developed example of Family Practice. This elective can also include activities at the community hospital. As an optional opportunity, students interested in the epidemiology of cardiovascular disease may review the data from the Evans County Cardiovascular Research Project, a well respected component of National Cardiovascular Research.

FMP 504. Introduction to Group Practice.
(Preceptorship Special Elective)
The purpose of this off-campus elective held in Toccoa, Ga., is to provide the student with a personal experience in working with a medium size multispecialty group (20 man) practice in a small city serving primarily a rural population and a better understanding of primary medical care and its relationships to specialty medical care within the setting of a group practice. The student will choose two of the group practice physicians and will spend a considerable portion of his time with these two physicians in their daily office practice and hospital rounds. He will become familiar with the patient population of the two chosen physicians and the working relationships of these two physicians with the other 18 physicians of the multispecialty group. Under supervision the students will share in the responsibility for the diagnosis and treatment of the patients of the chosen physicians, and will follow these patients if they require hospitalization or consultation by other members of the multispecialty group. The student will also spend several evenings each week with the physician on call in the evening clinic session of the multispecialty group and on call with his chosen physicians at the Stephens County Hospital Emergency Room.

FMP 507. Evaluation of Health Problems and Medical Care — A.
(Special Elective)
These seminars are designed to familiarize the students with the basic procedures utilized in valid medical research so that they can evaluate the scientific quality of articles in the journals and more effectively participate in research (if desired) or serve on research advisory committees. The conferences consist primarily of dissection of journal articles and brief outlines of hypothetical research projects designed by the students themselves. The material presented is appropriate to the year of training.

FMP 515. Evaluation of Health Problems and Medical Care — B.
(Special Elective)
This experience is designed to familiarize the student with the basic procedures utilized in valid medical research so that he/she can evaluate the scientific quality of articles in the journals and more effectively participate in research (if desired) or serve on research advisory committees. In addition or as an alternative, the experience can be designed to familiarize the student with the nature of community health problems and community health programs and resources. The methods of instruction are potentially quite varied, including (but not necessarily limited to) readings, conferences, dissection of journal articles, construction of brief outlines of a hypothetical research project selected by the student, field trips, conferences with persons directing various community health problems, etc. Not all methods are required for each participant. The particular course content and mode of presentation will be arranged.

FMP 506. Preceptorship — Family Practice.
(Preceptorship Special Elective)
This elective will be with a Preceptor that has been carefully screened by the Georgia Federation of Family Practice. The student may choose from among the 87 Preceptors in various communities across the state who are especially interested in teaching and who further have agreed to assist in medical student teaching. These interested Preceptors have undergone some training for their role as a Preceptor. The purpose of the elective is to give the student an experience in family practice where many patients with undifferentiated problems will be encountered under the supervision of the patient's family physician. The student will join his/her Preceptor on hospital rounds, in office practice, the occasional house call, emergency room visits, and some community activities.

FMP 516. Family Practice Program, Medical Center of Central Georgia.
(Preceptorship Special Elective)
This elective is with the Family Practice Residency Training Program in Macon, Georgia. The curriculum will include daily patient responsibility both in ambulatory and inpatient setting; review and practical guidance in history taking and organization of the history; review and practical guidance in the physical

examination and in organization of the presentation of the physical examination; review and practical guidance in the problem oriented medical record in the hospital and the ambulatory care center. The student will attend daily didactic groups and individual teaching sessions in traditional medical subjects, daily didactic groups and individual teaching sessions in ambulatory care, and other medical subjects as indicated by the student's strengths and weaknesses.

FMP 518. The Geriatric Patient in the Nursing Home.
(Special Elective)

The purpose of this rotation is to expose the student to the wide variety of medical, social, psychiatric and institutionally related problems commonly encountered by the primary care physician in the nursing home that frequently results from the aging process. He will be given a panel of patients to follow and will work under the close supervision of the attending physicians. The student will attend daily teaching rounds, participate in weekly team-oriented patient care conferences, and through appropriate readings and didactic sessions with the staff, become acquainted with the currently acceptable diagnostic and therapeutic regimens. By the time he has completed this elective the student will have become familiar with a number of geriatric related problems and an approach to these problems in the nursing home environment.

FMP 519. Multidisciplinary Preceptorship Family Practice.
(Special Elective)

This elective is primarily family practice, but offers multidisciplinary experience with physicians in other specialties if the student so desires. Students will spend two weeks minimum with a family physician, then elect to spend additional time in radiology, urology, surgery, ophthalmology, orthopedics or pathology. The student will spend his time with the doctors in their office, hospital or emergency room. The student will also be exposed to community activities.

The student will be furnished living quarters and meals at Upson County Hospital. (Participation in this elective must be arranged through and approved by the Department of Family Practice and the Director of this program. Contact Medical Students Education Coordinator, Department of Family Practice Ex. 3157.)

FMP 520. Family Practice Program, Warrenton, Georgia.
(Preceptorship Special Elective)

This elective is with the Family Practice Residency Training Program in Warrenton, Crawfordville and Gibson, Georgia. The curriculum will include daily patient responsibility in ambulatory setting; review and practical guidance in history taking and organization of the history; review and practical guidance in the physical examination and in organization of the presentation of the physical examination; review and practical guidance in the problem oriented medical record to include the ambulatory care clinics, nursing home, prenatal care clinics; daily didactic groups and individual teaching sessions in ambulatory care.

FMP 521. Family Practice Program, Rome, Georgia.
(Preceptorship Special Elective)

This elective is with the Family Practice Residency Training Program in Rome, Georgia. The curriculum will include daily patient responsibility both in ambulatory and inpatient setting with no other resident specialties in the hospital setting; review and practical guidance in history taking and organization of the history; review and practical guidance in the physical examination and in organization of the presentation of the physical examination; review and practical guidance in the problem oriented medical record of the patient in the hospital, ambulatory care center, nursing home for geriatrics, and Public Health Department for prenatal care. The student will attend daily didactic groups and individual teaching sessions in traditional medical subjects, ambulatory care (including rounds), and other subjects as indicated by the student's strengths and weaknesses.

FMP 522. Family Practice Program, Columbus, Georgia.
(Preceptorship Special Elective)

Columbus, Georgia is the setting for this elective with the Family Practice Residency Training Program. The curriculum will include: An ambulatory and inpatient Family Practice experience with no other resident specialties in the hospital setting. Faculty of the various disciplines are available for supervised experience in all Family Practice activities.

FMP 523. Family Practice Program, Savannah, Georgia.
(Preceptorship Special Elective)

This elective is with the Family Practice Residency Training Program in Savannah, Georgia. The curriculum will include daily patient responsibility both in ambulatory and inpatient setting; review and practical guidance in the physical examination and in organization of the presentation of the physical examination; review and practical guidance in the problem oriented medical record in the hospital and in the ambulatory care center. The student will attend daily didactic groups and individual teaching sessions in traditional medical subjects, and ambulatory care. Also, he will be taught other medical subjects as indicated by his strengths and weaknesses.

FMP 527. Family Practice Program, Augusta, Georgia.
(Subinternship)

This elective is with the Family Practice Department, Medical College of Georgia, Augusta, Georgia.

This service will provide the student with indepth experience in a broad range of medical problems cared for by family physicians in a hospital environment. The student will be the primary care provider for patients on the service and will be supervised by Family Practice faculty and senior Family Practice residents.

Humanities

R. Moores, Chairman; R. Martin; Father D. Munn.

HUM 501. Human Sexuality.
An interdisciplinary course designed to aid the student to better understand the sexual problems arising in medical practice. Content of the course includes medical, ethical, and psychosocial aspects of normal and abnormal sexuality. Instruction consists of conferences, selected readings and a special project in the areas of most interest to the student.

HUM 502. Death and Dying.
The course will include readings in the meaning of death, patient and physician reactions to death, as well as patient interviews and instruction in the care of the dying patient.

HUM 503. Religious Thought and Psychiatric Theory.
To investigate culturally and philosophically the influence of mysticism and religious practices on the psychological development of the individual.

HUM 504. Religion and Medicine.
An opportunity will be provided for the student to investigate various aspects of religious faith and practice as they relate to the practitioner, the patient and the delivery of health care in our society. The specific focus of the course will be decided in terms of the student's needs and interests.

HUM 505. Special Electives for Individuals may be Arranged.

HUM 506. Philosophy and Medicine.
The course will investigate the philosophical structure, methodologies and basic presuppositions of medical research and practice. Examples of alternative topics to be examined might include Empiricism and clinical Awareness, the Scientific Community and the Validity of Research, the Historical Development of the Science of Medicine, the Logic of the Scientific Method, Fact and Faith in the Scientific Worldview, and/or others of interest to student and instructor. Methods of instruction will include readings, vigorous discussion and optional camping field-trips.

HUM 507. Ethical Issues in Medicine.
Participants will explore some of the most significant and interesting problems arising out of the practice of medicine using the tools of ethical analysis. The selection of specific issues will depend upon the mutual discretion of student and instructor. Examples might include such general topics as informal consent, human experimentations, reproduction, the patient-physician contract, health care distribution, organ transplantation, care of the dying, and so forth. The course will consist of cooperative research in library and clinical settings.

HUM 508. The History of Medicine.
Prerequisites: Please confirm with instructor when enrolling.
A reading course in the history of medical thought and practice in the Western world using cross-cultural material for comparison and contrast. The student may also concentrate on U.S. medical history, especially that of the Medical College of Georgia and on other special topics of interest. This course is of a one month duration and is offered monthly.

HUM 509. Parapsychology.
Prerequisites: Please confirm with instructor. Course limited to 6.
This course offers an opportunity to learn the history of parapsychological investigations and the contemporary state of the science. A review of current research will be undertaken and laboratory observation may be arranged. This course is of a one month duration and is offered monthly.

HUM 510. Law and the Physician.
Prerequisites: Please confirm with instructor when enrolling
The course will be concerned with issues in law which specifically concern the practicing physician, such as professional responsibility (malpractice), expert testimony, informed consent, criminal statutes relating to medicine, the business of practice, forensic medicine, insurance, taxation, and other topics selected by students and instructor. The instructional methods will include in-depth discussion, research, and clinical application. This course is of one month in duration and is offered monthly.

HUM 550. Humanities. (2-0-2 hours)
This course is designed to bring to the attention of the medical student several important areas of concern to the physician which are not dealt with in the scientific curriculum. Issues such as the relationship between medicine and law; religion and philosophy; bio-medical ethics; death, dying and grief are some of the areas covered.

Medicine

P. Webster, Chairman; A. Abdulla; D. Abele; H. Althisar; R. Assad; J. Bailey; M. Bandisode; A. Baute; P. Bellew; E. Berg; S. Bishop; O. Black; J. Blalock; J. Boineau; E. Bransome; W. Brown; L. Brubaker; C. Butler; C. Cabaniss; M. Canedo; A. Carr; M. Carter; B. Chang; B. Chaudhary; W. Chew; E. Cook; R. Cormier; P. Cundey; A. Dennis; R. Duarte; D. Dunlap; L. Ellison; J. Elms; G. Faguet; D. Feldman; E. Feldman; J. Fisher; M. Frank; G. Garrison; J. Ginsburg; T. Gongaware; J. Greene; J. Griffin; T. Guthrie; L. Hendry; W. Hillson; J. Holsinger; J. Hudson; T. Huff; T. Huisman; D. Jeffrey; S. Kadekar; H. Killam; C. King; G. King; R. Kolbeck; R. Kulangara; T. Kuske; J. Lewis; R. Little; F. Livingston; D. Loebl; M. Logan; A. Lorch; J. Lunn; C. Lutcher; J. Lyon; N. McLeod; H. Mealing; H. Middleton; P. Milner; V. Moore; R. Moores; M. Morgan; E. Mucha; O. Mulligan; D. Munn; M. Nadimi; M. Page; R. Patton; K. Reeves; J. Rissing; A. Rodriguez; B. Rucker; R. Schuessler; M. Singh; E. Singletary; J. Smith; L. Smith; D. Spearman; W. Speir; M. Stachura; M. Stefadouros; J. Stringfield; H. Sussman; F. Tedesco; L. Thomas; J. Tyler; J. Vansant; J. Waller; R. Weinstein; R. Whitlock; M. Willoughby; A. Witham.

MED 500. Basic Clerkship in Medicine.
A three-month medical clerkship intended to provide a basic grounding for clinical medicine. It is organized to help students learn to obtain and evaluate information regarding patients by participating in the health care team. The clerkship emphasizes basic approaches to solving problems presented by illness, particularly in the realm of internal medicine. Scheduled: June, September, December, March.

An effort is made to have all students experience six weeks of the 12-week rotation at ETMH. The other six weeks will be at the University Hospital or Veterans Administration Hospital. Some students may draw a six-week assignment at: 1) Memorial Medical Center, Savannah, Ga.; 2) Medical Center and St. Francis Hospital, Columbus, Ga.; and 3) Family Practice — MCG. Scheduled June, September, December, and March.

MED 501. Substitute Internship at VA Hospital.
MED 502. Substitute Internship at VA. Hospital.
Students in this elective function as acting interns on the general medical services at Veteran's Administration Hospital. The student will alternate patients with the intern and will function as the intern in the initial work-up, treatment and care of these patients. The student will be closely supervised by the resident and faculty physician attending on the service. The substitute will be responsible for planning and instituting the diagnostic work-up and therapeutic program for patients. In addition, the substitute will assist in the teaching of junior medical students assigned to his service. In summary, the student will be a substitute intern with as much responsibility as may be delegated under the laws of Georgia.

MED 503. Substitute Internship at University Hospital.
Students will function essentially as interns, except that orders on charts must be countersigned. The student will participate in rounds, conferences, clinics, and ward-work. The clinical faculty of the Department of Medicine serves as the primary faculty for this course.

MED 504. Substitute Internship at Eisenhower Hospital (Fort Gordon).
MED 505. Substitute Internship at Eisenhower Hospital (Fort Gordon).
The student will participate in rounds, conferences, clinics, and ward-work. The staff of the hospital will serve as faculty for this course. Students will be assigned to the Internal Medicine ward services. A maximum of three students at a time can be assigned to Internal Medicine.

MED 506. Rheumatology.
MED 507. Rheumatology.
A clinical multi-disciplinary experience in the rheumatic diseases with a basic core of material pertinent to major diseases in this area; experience with consulting and clinical material. Special desires for more defined endeavor by the student will be considered.

MED 508. Hematolgoy.
On completion of the elective the student should have the ability to diagnose and treat the common hematologic disorders. This elective is designed to provide the basics in clinical hematology. It includes in-depth study of the pathophysiology hematologic disorders and the techniques of obtaining, preparing, and interpreting blood and marrow morphology are strongly emphasized (as is the performance of routine coagulation screening studies, e.g., prothrombin time, partial thromboplastin time, thrombin time, platelet count and fibrin split products. The Coombs test and hemoglobin electrophoresis are demonstrated as points of departure for discussion of blood banking procedures and the hemoglobinopathies.) A half-day clinic experience each week is arranged to emphasize the diagnosis and therapy of common hematologic disorders.

MED 509. Hematology-Oncology Research.
This elective is designed to provide an opportunity for students to pursue clinical or bench investigation in hematology and medical oncology. Faculty members will counsel the student re choice of research topic and experimental design. Frequent consultations with the faculty mentor are desired, and a research conference presentation is expected upon completion of the project.

MED 510. Sickle Cell Anemia Studies.
Purpose: To observe patients with hemoglobin variants in the population in the State of Georgia with special emphasis on Sickle Cell Anemia and related abnormalities.

Description: This will be a joint elective in Sickle Cell Anemia for medical students who will spend half of their time in the Sickle Cell Clinic and will participate in the clincal care of Sickle Cell patients. The laboratory investigation of hemoglobinopathies will also be emphasized. The teaching will include identification and quantitation of the variants. Special attention will be given to the genetic basis for the occurrence of the various abnormalities through the study of family members of affected individuals.

MED 511. Metabolic and Endocrine Research.
Having completed one or two months of the standard elective in Clinical Endocrinology and Reproduction, the student by special arrangement with a section faculty member, who will serve as preceptor, can undertake a study in clinical or laboratory research directed toward a specific problem in endocrinology. At the same time, the student will participate in rounds, conferences, etc.

MED 512. Nephrology.
Experience in clinical nephrology through participation in inpatient consultations, 3-4 times per week student teaching conferences, and once weekly general nephrology outpatient clinic, uremia conference, biopsy conference, and general nephrology conference.

MED 513. Cardiology Consultation Service.
The concentration is on consultative cardiology and electrocardiographic interpretation. The clinical emphasis is on physical diagnosis of cardiovascular diseases. The students will also have the opportunity of familiarizing themselves with the indications, usefulness, and limitations of special procedures such as echocardio graphy, phonocardiography, stress testing and vectorcardiography.

MED 514. Inpatient Cardiology.
Students will have the opportunity to work-up patients admitted for special diagnostic studies with known cardiac problems and improve their physical diagnosis skills. They will help in management decisions and participate in the complete evaluation of these patients. They will assist in the exercise stress testing and interpretation of EKG's, X-rays and pulmonary function tests. They will also learn the indications, usefulness and interpretation of cardiac catheterization data.

MED 515. Cardiology at Eisenhower Medical Center (Fort Cordon).
This course is designed to provide basic knowledge in the problems of heart disease and its complications. Students will participate in the care of patients in the Intensive Care Unit as well as on medical wards and out-patient service. They will also spend time understanding and reading electrocardiograms, vectorcardiograms, and phonocardiograms.

MED 516. Cardiology at VA.
The concentration is on direct patient care and management based on sound approaches to cardiologic diagnosis. Students will participate in the care of CCU and Ward patients as well as outpatient follow-up. Experience in exercise testing, ECG interpretation and exposure to other graphics will be offered.

MED 517. Gastroenterology at TMH.
This course is designed to provide an understanding of clinical aspects of diseases of the digestive system, including endoscopy, interpretation of gastrointestinal X-rays, biopsies and laboratory tests. It consists of rounds, conferences and clinics at the Talmadge Hospital.

MED 519. Gastroenterology at VA Hospital.
In this course the student becomes familiar with the approaches to the patient with gastrointestinal and liver problems. he is given the opportunity to observe and participate in specialized instrumentation and laboratory studies that are used in this field. The student has the opportunity to plan patient management under the supervision of faculty members.

MED 520. Pulmonary Diseases at ETMH.
This elective course will provide experience in consultative pulmonary medicine. Emphasis will be placed upon clinical evaluation of patients with chest diseases with special attention to the interrelationships of patho logical changes in the lungs to altered lung function. The student will gain experience in interpretation of chest roentgenograms, pulmonary function tests, and arterial blood gases. Selected major topics in pulmonary medicine will be covered in a twice weekly lecture series and weekly pulmonary conference.

MED 521. Medical Chest VA Hospital.
A primary care elective on a full-service pulmonary medicine service; emphasis on pulmonary pathophysiology and its application to patients care; complete diagnostic and therapeutics available; includes substantial activity within the pulmonary intensive care unit.

MED 522. Infectious Disease.
This course is designed to provide an opportunity for the students to gain experience in the clinical diagnosis and management of patients with infections, interpretation of specimen stains, cultures and sensitivity data and the appropriate use of antibiotics. The elective consists of rounds and conferences at the ETMH, VAH, and Dwight David Eisenhower Army Medical Center (Fort Gordon). On call availability is needed. Students may elect which hospital with preferences honored insofar as possible.

MED 523. Interdisciplinary Team Training in Nutrition (Special Elective)
The student will give comprehensive medical care as a member of an interdisciplinary nutrition team. He/she will work with other students from nursing, dentistry, medicine, physicians assistant program, and a community health nutrition program. Teams will be preceptored by a faculty team made up of a physician, a registered nurse, and a professional nutritionist, all of whom will be available to the student throughout the clinical experience. Student teams will see patients with hyperlipidemia, obesity, diabetes mellitus, and hypertension, and gain experience in nutritional aspects of patient care. The student will follow patients who are on parenteral and enteral nutrition, provide nutritional assessment and participate in consultation and student seminars.

MED 524. Electronics as Applied to Medicine.
Attempts to give fundamental knowledge of simple electronic circuits. With this as a basis, discussion is offered on application of electronics in cardiology, electrophysiology and biochemistry. Stress is laid on pitfalls and limitations in use of electronic measurements systems.

MED 525. Preceptorship in Internal Medicine. (Special Elective)
Clinical preceptorships spent working closely with members of the clinical faculty of the Department of Medicine can be arranged. Each student will accompany the preceptor in his office and hospital functions during the period of the elective.

MED 527. Externship in Medicine and Nephrology. (Special Elective)
A preceptorship with emphasis on clinical medicine, nephrology, and dialysis. Doctor's Hospital of Augusta and Augusta Dialysis Center.

MED 528. Off-Campus Elective. (Special Elective)
Special arrangements can be made for elective periods of one to two months in the Department of Medicine at other medical schools and teaching institutions. These electives can be spent in general internal medicine or medical subspecialties.

MED 529. Research Elective in Medicine. (Special Elective)
Opportunity to participate in research programs being conducted by members of the faculty of the Department of Medicine. A list of projects and preceptors is available in the office of the chairman of the Department of Medicine.

MED 530. College Health.
(Special Elective)
Out-patient and in-patient diagnosis and treatment of physical and mental health problems in college students at the University of Georgia under the supervision of full-time staff. Regular conferences, reference library; laboratory and X-ray facilities. Allowance is made for living expenses while in Athens.

MED 531. Internal Medicine Clerkship.
(Special Elective)
Off-campus clerkship in internal medicine including initial contact and work-up of acutely ill patients under supervision of more senior house staff and attending physicians. Attendance at daily teaching rounds, conference and clinics. (The Medical Center, Columbus, Ga.)

MED 532. Advanced Clerkship at Savannah Memorial Hospital.
(Special Elective)
Advanced medical clerkship in internal medicine. Includes work-up of patients with hospital and clinic attendance on rounds and at conferences. Teaching is done by full-time faculty and practicing physicians.

MED 533. Advanced Clerkship at the Medical Center, Central Georgia. Macon, Ga.
(Special Elective)
The student will be assigned to a specific ward where he will see, evaluate and suggest diagnostic and therapeutic regimens on 3 new patients each week under the tutelage of members of the medical staff. He will attend two general practice out-patient clinics and 3 sessions of teaching rounds each week. He will be assigned night duty as any extern every fourth night. He will be expected to participate in medical grand rounds every Wednesday morning as well as other regularly scheduled medical conferences.

MED 534. Advanced Clerkship at Georgia Baptist Hospital.
(Special Elective)
The Department of Medicine at Georgia Baptist Hospital in Atlanta, Georgia, offers a clerkship in Internal Medicine for senior students interested in general internal medicine, cardiovascular or pulmonary medicine and gastroenterology. Two clerkships are offered for any given period of time and will involve evaluation and management of patients — both in-patient and out-patient. The program, to include conferences, rounds and seminars, is under the direction of full-time department physicians in internal medicine.

MED 535. Hypertension and Clinical Pharmacology.
Over 840 patients with a high blood pressure disease are being followed on an out-patient basis. The diseases are varied; around 15% have either renovascular high blood pressure, past pheochromocytoma, endocrine high blood pressure, or renal disease. The majority have essential hypertension. This is an opportunity to have an experience with the many medical, social and economical problems encountered when continued control of blood pressure is the goal. High blood pressure is a problem which affects around 10-15% of adult Americans. Physicians have to face this problem and should be able to handle it efficiently and correctly.

MED 536. Nephrology — VA Hospital
Experience in clinical nephrology predominantly through evaluation and management of inpatient consultations, with emphasis on electrolyte problems, acute and chronic renal failure. Teaching conferences and seminars will be held in conjunction with MED 512. Some of these will be based at ETMH throughout, some will be alternated between the ETMH and the VA, but scheduled so as not to conflict with VA activities. Includes some outpatient experience at the VA Renal Clinic.

MED 537. Diabetes Camp Elective.
The diabetes camp elective was established in cooperation with the Georgia Diabetes Association. Since 1971 the Georgia Diabetes Association has operated a two-week camp for diabetic children age 9 to 15. The diabetes unit at the Medical College of Georgia provides physician support for the camp, in concert with the Department of Pediatrics, and physicians in the Atlanta area. Students spend the entire two-weeks in residence at the camp and actively participate in all aspects of care of the children including general medical care, designing and observing diabetic treatment regiments, and the basic procedure of teaching the patient. The camp provides a unique opportunity for close observation and treatment of juvenile diabetes. Staff includes strong dietary support, diabetes teaching nurse specialists, house staff coverage via Department of Pediatrics faculty (Diabetologists from MCG and Emory). Didactic sessions will be given before or after the camp, during the other two weeks of the elective. These will cover newer aspects of diabetes etiology, pathophysiology, complications, and treatment. Diabetes and metabolic clinics can be attended at that time.

MED 538. Clinical Cardiology — Doctors' Hospital
The student will serve as an extern to three physicians engaged in the group practice of cardiology. This will involve diagnostic work-up, rounding on hospitalized patients, and training in the use of invasive and non-invasive techniques of patient study including EKG, fluoroscopy, treadmill, echocardiography, external pulse recordings and cardiac catheterizations. An 8 bed coronary care unit is heavily utilized and emergency procedures are stressed. The same self-teaching aids and end of course testing will be used as in MED 513.

MED 539. Clinical Cardiology — University Hospital
The student will serve as an extern to a partnership of two physicians in the private practice of cardiology. The patient population is heavily weighted toward suspected or real coronary artery disease and there is extensive use of cardiac catheterization, stress tests, and other non-invasive procedures. Students will also assist in the examination of newly referred office patients, management of those in the hospital, and the daily interpretation of electrocardiograms. The self-teaching aids and end-of-course tests as used in MED 513, will be available.

MED 540. Pulmonary Medicine — V.A. Hospital
A consult service elective featuring the availability of the full gamut of pulmonary diagnostic techniques; emphasis on pathophysiology and its application to patient care; access to the pulmonary intensive care unit guaranteed.

MED 541. Clinical Rotation, Clark-Holder Clinic, LaGrange, Georgia.

To acquaint Senior medical students with medical practice in a rural and semi-rural community.

The Clark-Holder Clinic is a 23 man multispecialty clinic providing care in LaGrange, Georgia. The Clinic has strong representation in medicine, surgery, and family practice. Secondary and tertiary care facilities are provided by a 270 bed general medical-surgical hospital and include invasive and non-invasive cardiology, surgical and radiation oncology.

Medical Students are assigned to a preceptor. The student is expected to see, evaluate and follow 4-8 patients per week. Attendance at teaching conferences at the Thursday morning medicine meeting and medical journal club is encouraged. Individual tutorials are arranged between the preceptor and student.

Stipend: An efficiency apartment is available for student use.

MED 542. Hematology-Oncology Research.

Objective: To provide exposure to the fundamental biology of hematologic and oncologic disorders. A student research project (clinical or basic research) is desired and can be arranged after discussion with the selected mentor-investigator.

MED 543. Pulmonary Elective for Senior Students at Eisenhower Medical Center (Fort Gordon).

The Pulmonary Disease elective will give the student exposure to all facets of acute and chronic pulmonary diseases. In-patient and out-patient consultations will be performed under the supervision of the Pulmonary Disease Officer. There will be opportunity for the student to participate in the evaluation of patients for bronchoscopy and to observe that procedure. Students will be exposed to the fundamentals of a sophisticated pulmonary function laboratory and will be expected to learn the basic interpretations of pulmonary function tests. The student will be expected to participate in teaching conferences involving the pulmonary disease service.

MED 544. Gastroenterology at Eisenhower Medical Center (Fort Gordon) for Senior Medical Students.

The student is expected to participate in all aspects of the Gastroenterology service, including in-patient and out-patient consultations, and to observe GI procedures such as gastroscopy, colonoscopy, laparoscopy. The student will be taught proctoscopy in the weekly proctoscopy clinic. Basic GI physiology and pathophysiology will be stressed. The number of patients seen will be limited and the student will be expected to provide references appropriate for each case evaluated. A reading syllabus covering basic GI physiology will be provided. The student is expected to give a 15 minute seminar once a week on a topic of his/her choice covering an area of basic GI physiology. The student is expected to attend GI Journal Club and GI Pathology conferences Thursday afternoon at MCG.

MED 545. Medical Oncology — ETMH.

The student will be exposed to problems of neoplastic disorders. Approach to diagnosis and management as well as general principles of cancer chemotherapy will be stressed. The importance of interdisciplinary cancer decision making (internist, surgeon, radiation therapist, pathologist, nursing, and social service support) will be emphasized. Active student participation in a clinical research project is encouraged.

MED 546. Off-Campus Pulmonary Medicine Elective — Albany, Georgia.

The course will consist of supervised experience in the interpretation of clinically pertinent pulmonary function tests, in the design of respiratory therapeutics, in the care of critically ill inpatients, in the evaluation and care of both in- and out-patients with a variety of lung problems, and in the preoperative evaluations and preparation of surgical candidates.

MED 547. Clinical Cardiology — VA.

The concentration is on consultative cardiology and electrocardiographic interpretation. The clinical emphasis is on physical diagnosis and differential diagnosis of cardiovascular diseases. The students will also have the opportunity of familiarizing with the indications, usefulness and limitations of special procedures such as echocardiography, phonocardiography, stress testing and vectorcardiography.

MED 548. Clinical Endocrinology (Medicine). (Same as ITD 501M)

This elective will primarily involve consultations at the ETMH and VAMC usually in collaboration with a medical resident. There is only a limited amount of primary care of hospital inpatients and attendance at Diabetes Clinic (ETMH), Metabolic-Endocrine Clinic (ETMH) and Endocrinology Clinic (VAMC). The review of these cases will be with an attending physician and will provide the setting for teaching in the areas of diabetes, diseases of the thyroid, developmental problems, virilization, and electrolyte disorders. Didactic material (core lectures) will be given several times a week in a two-month cycle in coordination with ITD 501-E. Students will be expected to attend and make case presentations at interdepartmental rounds on Friday afternoons. Students will be encouraged to read the relevant clinical literature.

MED 549. Clinical Cardiology.

Students will have an exposure to clinical cardiology both in a hospital setting as well as the office. Students will be involved in the evaluation of new patients as well as management of routine follow-up of patients in terms of physical examinations and discussion of acceptable methods of therapy. In addition, the student will become familiar with treadmill exercise testing, both in the office as well as hospital setting. The Cardiologist preceptors have a two-dimensional sector scanner in the office that is used on an almost daily basis, so that the student will also become exposed to both M-Mode echocardiography and the newer technique of two-dimensional sector scanning. This will provide additional means of evaluation of patients with underlying valvular or myocardial function abnormalities. An average of from 4 to 6 cardiac catheterizations per week are performed at the catheterization lab at University Hospital and the student would have some exposure to these patients. The student would not be expected to assist during this procedure but rather to become familiar with the techniques and indications of the procedure.

This elective will provide the opportunity for a senior medical student to evaluate a patient in the office and follow his activity both as an outpatient as well as through a hospital admission to include certain diagnostic tests. Hopefully this would allow the student to formulate his own method of appropriate evaluation and therapy in patients with cardiovascular illnesses.

MED 551. Cardiology — Electrophysiology — VA.
The concentratioin is on acquisition and interpretation of electrophysiological data from both patient and animal studies. HIS bundle analysis and electrophysiological mapping of the heart, as well as surface ECG analysis.

MED 552. Clinical Endocrinology (Medicine) — Savannah, Georgia.
This rotation will offer the student an adequate exposure to a wide variety of common and unusual endocrine disorders, including gynecology endocrinology as well as pediatric endocrinology. Students will have ample opportunity in following service and private patients, both inpatient and outpatients under the supervision of the Division Director.

ITD 501M. Clinical and Reproductive Endocrinology.
See Course descriptions under Interdepartmental Courses (ITD 501) and Medicine (MED 548).

Neurology

J. Green, Chairman; J. Armstrong; C. Branch; W. Campbell; G. Carl; M. Chipman; J. Collins; R. Craft; P. Dyken; M. Estrada; D. Feldman; H. Flanigin; B. Gallagher; A. Graham Smith; M. Haas; O. Ham; W. Hamilton; J. Harrell; L. Hartlage; P. Hartlage; D. King; E. Langdale; F. Loverso; J. Lucke; D. Marcus; M. Martin; C. McClure; J. McCord; E. Mendoza; R. Mercille; G. Mushet; R. Neil; S. Hesbitt; S. Posson; C. Rosengart; S. Setty; D. Smith; T. Sprinkle; A. Swift; T. Swift; T. Thevaos; J. Trefz; D. Walker; J. Wilson.

NEU 500. Basic Clerkship in Neuroscience.
This four week clerkship is designed to provide an introduction to general neurological problems through direct supervised patient management. The acquisition of basic skills in history taking and physical diagnosis of neurological patients is stressed. Emphasis will be placed on the ability to assimilate historical information and physical findings to arrive at a diagnosis of an existing neurological lesion. The recognition and management of neurological emergencies will be included. The student will be introduced to the use of diagnostic aids.

NEU 501. Acting Internship in Adult Neurology. (Special Elective)
This is a primary care elective. The student will have primary care responsibility for a block of neurological in-patients and will participate in rounds, conferences, and assist with the diagnostic procedures involving his/her patients. The student will be expected to participate in the on-call rotation with other housestaff.

NEU 502. Consultation and Clinics in Adult Neurology. (Special Elective)
This elective is designed to provide an introduction into decision making in Neurology. The student will attend Adult Neurology Clinics and participate in the direct evaluation of patients on the consultation service. This rotation will provide the student an ample opportunity to examine and evaluate a wide range of neurological problems. A close working relationship with the neurology attending faculty will allow maximal learning potential.

NEU 519. Clinical and Research Elective in Neurology.
NEU 520. Clinical and Research Elective in Neurology.
NEU 521. Clinical and Research Elective in Neurology.
(Special Electives)
The following electives will allow the student an opportunity to concentrate on a specific area of neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.
On campus electives that are available include: Developmental Disabilities — Interdisciplinary Team; Electroencephalography — Evoked Potentials; Electromyography; Epilepsy; Neurochemistry; Neuromuscular Disease; Neuropharmacology; Neuropsychology. Other on campus electives may be arranged with an individual preceptor.
Off Campus electives include: Neurology of Leprosy, Carville, LA; and Private Practice of Neurology, Savannah, GA.

ITD 502, ITD 503, and ITD 504. Acting Internship in Pediatric Neurology.
See course descriptions under Interdepartmental Courses.

ITD 550. Neuroscience.
See course description under Interdepartmental Courses.

ITD 560. Physical Diagnosis (Phase I).
See course description under Interdepartmental Courses.

Obstetrics and Gynecology

W. Scoggin, Chairman; T. Arnold; W. Barfield; W. Barfield; W. Boyson; G. Broadnax; E. Bronstein; C. Bryans; W. Byars; E. Cheeks; R. Daitch; R. Diggs; H. Fadel; M. Freedman; F. Howard; S. Kassam; T. Lin; P. McDonough; P. Natrajan; G. Nelson; R. Owen; R. Reindollar; J. Souma; M. Souma; O. Talledo; G. Williams; V. Zachert.

OBG 500. Basic Clerkship in Obstetrics and Gynecology.
This required basic clerkship of six weeks duration combines in-patient and out-patient experience in human reproduction and in disorders of the female reproductive system. Some students will be at TMH. They will spend three weeks on the obstetrics service and three weeks on the gynecology service. Some students may draw assignments at 1) Medical Center of Central Georgia in Macon; 2) Memorial Medical Center of Savannah; and 3) Medical Center of Columbus, Georgia, for their clinical experience in Obstetrics and Gynecology. Scheduled June through May.

OBG 501. Obstetrics and Gynecology.
(Special Elective with Hospital Medical School)
This senior elective is offered by arrangement with various hospitals and medical schools in the United States and overseas. The course will be designed to fit each student's particular needs and may be either clinically oriented or research oriented.

The student must obtain a letter of acceptance stating who will be the supervisor and evaluator and also a curriculum vitae showing OB-GYN training of the supervisor is needed.

OBG 502. Obstetrics and Gynecology.
(Special Elective with Preceptors)
The senior student will work under the direct supervision of the preceptor in the evaluation and treatment of the preceptor's private patients both in the office and hospital setting. The student will be responsible for preoperative care of the patients as designed by the preceptor. A letter of acceptance by the preceptor as well as his curriculum vitae are necessary. The letter needs to state who will supervise and be responsible for the student's evaluation.

OBG 503. Substitute Internship in Obstetrics and Gynecology.
(University Hospital)
The senior elective is offered at the University Hospital where the student works under the supervision of the Medical College of Georgia residents and clinical faculty on the ward service in the emergency room, the clinics and the in-patient service. The student is given responsibility for the evaluation and care of patients consistent with demonstrated abilities.

OBG 504. Obstetrics and Gynecology.
(Special Elective with Florida hospitals)
The senior student is assigned responsibility for the evaluation and care of obstetric and gynecologic patients under the supervision of the resident physicians and staff physicians at Jacksonville hospitals. The teach ing department is a part of the University of Florida Medical School. There will be core students from Gainesville as well as MCG students.

OBG 505. Obstetrics Research.
(Special Elective with Talmadge Hospital)
The student will design and outline a brief research project related to obstetrics which can realistically be completed or near completion in one or two months. This may be a prospective or a retrospective study. As a rule, the project should be related to laboratory tests used for evaluation of fetal well being or fetal maturity. However, other areas of obstetrics may be studied.

OBG 506. Maternal-Fetal Medicine.
(Special Elective)
On this direct patient care elective the student will participate in the antepartum, delivery, and postpartum care of high risk obstetric patients through both out-patient clinic and in-patient OB service. Responsibilities are those of a substitute intern working closely with the OB housestaff and include night call in ETMH's Labor and Delivery and presentations of several conferences dealing with high risk pregnancies. Participation in on-going clinical research projects is encouraged.

OBG 508. Obstetrics and Gynecology.
(Special Elective — Eclampsia Research)
A continuing follow-up study on patients having had eclampsia at Talmadge Hospital and University Hospital was begun in 1948. Patients are studied for the incidence of chronic hypertension, diabetes, chronic renal diagnosis, etc. The current project also involves the study of daughters and granddaughters of these patients. The student will help in finding, interviewing and examining these women.

Travel expenses will be paid at state rate.

OBG 512. Obstetrics and Gynecology.
(Georgia Baptist, Atlanta, Georgia)
The senior student is assigned responsibility for the evaluation and care of obstetric and gynecologic patients under the supervision of the resident physicians and staff physicians.

ITD 501. Clinical and Reproduction Endocrinology.
See course description under Interdepartmental Courses.

Ophthalmology

M. Luxenberg, Chairman; T. Friberg; K. Green; W. Jay.

OPH 501. Ophthalmology Clerkship.
(Advanced Course — Clerkship)
The student participates with the residents and faculty in their daily departmental activities. This includes seeing and evaluating patients with the residents and faculty, participation in work rounds, conferences and lectures, and observation of some surgical procedures.

OPH 502. Ophthalmology Research Elective.
(Special Elective)
An area of mutual interest to the student and faculty supervisor will be selected. The student will outline his research project with literature references and carry it out under supervision. A written report on the project is required at the end of the elective period.

OPH 503. Ophthalmology Off-Campus Experience.
(Special Elective)
Special arrangements can be made for elective periods of one or two months in a Department of Ophthalmology at another medical school, to study some phase of ophthalmology such as ophthalmic pathology, neuro-ophthalmology, etc. Written approval must be obtained in advance from both the MCG Department of Ophthalmology and the department where the elective is to be taken. A resume of work done will be turned in to the MCG Department of Ophthalmology at the end of the rotation, and a letter of evaluation from the supervising department is required.

Pathology

A.B. Chandler, Chairman; W. Allsbrook; R. Altman; C.R. Baisden; B. Barton; C.R. Chamberlain; H. Conner; J. Crosby; B. Edwards; M. Fatteh; F. Goodale; Y Iga; F. John; J. Kasin; J. Krauss; P.J. Larison; L. Mills; P. Milner; L. Otken; C. Pantazis; D. Parnell; H. Puchtler; R. Rao; G. Rinker; B. Spurlock; L. Stoddard; J.R. Teabeaut; L. Vacca; F. Waldrop; F. Yaghmai.

PTH 502. Current Autopsy Case Studies. (Special Elective)
The program has been designed for the study of human disease by thorough autopsy investigation enabling the interested student to pursue his studies at a deeper level of experience. Students have the same responsibilities as the resident staff with regard to their study and presentation of autopsy cases.

PTH 503. Research in Histochemistry.
The subject would be determined individually and would depend on the interest of the student as well as on the material available, e.g., arteriosclerosis in children and adults, lesions of myocardium, alterations of biliary pathways in various diseases, histochemistry of renal diseases, alterations of thymic myoepithelial cells in infants, histochemistry of fibrous proteins (collagens, elastin, myosins), chemical basis of staining methods.

PTH 504. University Hospital Pathology Laboratory. (Special Elective)
Electives will be offered in most phases of practice of pathology including surgical pathology, autopsies, hematology, blood banking, chemistry, bacteriology, cytology or radioisotopes. Special work will be assigned to the student for background purposes.

PTH 506. Nuclear Medicine.
Students will participate in the service offered by the department on a preceptor basis. They may expect to become familiar with current applications of radioisotopes to clinical problems.

PTH 507. Surgical Pathology.
To participate in all activities of Surgical Pathology. Limited responsibility under close supervision will be commensurate with ability and interest.

PTH 508. St. Francis Pathology Laboratory. (Special Elective)
Depending on the specific background and needs of the student, various programs can be arranged, ranging from the performance and study of autopsies and surgical pathology material to the acquisition of knowledge in specific laboratory tests, introduction to automated system in the clinical laboratory, correlation of clinical data with symptoms and a clinical course of patients. Development and work on specific research problems in the field of genetic and developmental anomalies. Problems of neural anatomy and neuropathology.

PTH 509. Teaching Elective in General and Special Pathology.
Responsible involvement in teaching of pathology during Phase II using the case teaching seminar method. The major divisions of subject material, i.e., inflammation, neoplasis, etc., afford opportunity for the student to prepare himself and his teaching materials in a circumscribed area. At least one formal lecture should be a part of this experience.

PTH 510. St. Joseph's Hospital Pathology Laboratory.
Students are instructed and participate in the description of gross surgical specimens in cytological techniques, frozen section techniques, and in autopsy pathology. This can be extended to any facet of radioisotope procedures and clinical laboratory procedures including automation. This program is flexible and can offer areas of study other than surgical and autopsy pathology. The student will be expected to attend-approximately five conferences weekly.

PTH 511. Clinical Laboratory, Microbiology.
Application of modern clinical microbiological techniques including cultures and antibiotic sensitivity to patient care. Opportunity for participation in special techniques such as fluorescent antibody studies, anaerobic cultures, mycology and serological procedures will be available.

PTH 512. Clinical Chemistry.
Application of biochemistry, pathophysiology, instrumentation and statistics, to the interpretation of data for the diagnosis of patients. Opportunity to work on specialized pieces of equipment including twelve channel auto analyzer and anatomic absorption spectrophotometer will be available.

PTH 515. General Clinical Laboratory.
Patient care through the practical application of clinical laboratory methods and evaluation of results is the basis of the elective. Fulfillment of this objective will be pursued through patient rounds, interpretation of laboratory data, participation in patient treatment, particularly the use of blood and blood components, attempting to develop an appreciation for sources of false data generation, either internally or externally, the development of tests and their evaluation as to future clinical utilization and active participation in laboratory medicine on didactic presentations. An opportunity to develop the techniques in hematology, microbiology, clinical chemistry, microscopy, immunohematology and blood banking will be available.

PTH 516. Cardiac Pathology.
Special study of a facet of heart disease may be arranged. Such studies will be in the area of cardiovascular disease using morphologic and histochemical techniques. Emphasis is on pathophysiology and structural basis. Usually two elective periods or an elective and fellowship period will be required to complete the project.

PTH 518. Laboratory Hematology.
The course is designed for students who want to learn and understand how to correlate the practice of hematology as it is applied to clinical uses. Daily work is divided into four periods: (1) methodology, (2) faculty and staff conferences, (3) lectures and self-instructional material and (4) clinical work. The student should be able to identify, classify and recognize the functions of the blood cells as they relate to human health and disease. Recognize the significance of different hematology tests, the information obtained from each, its

clinical implication and understand the principle involved. Classify anemias and their causes, leukemias and lymphoproliferative disorders, plasma cell dyscrasias and coagulation defects. Understand the fundamental of hemotherapy, cytodiagnosis and urinalysis.

PTH 519. Basic Neuropathology.
This is a basic neuropathology course designed only for a student who intends to choose neuropathology, neurosurgery, neurology, or other neurological science related fields as a subspecialty in his medical career. The course is flexible in proportions of laboratory and clinical experience.

PTH 520. Introductory Electron Microscopy.
This program is designed to acquaint the student with the techniques currently being employed in biological electron microscopy. The area of study will include laboratory demonstrations of these techniques and their application to teaching and research in pathology. An opportunity to develop some of these techniques will be available.

PTH 522. Renal Biopsies
A clinical pathological study of renal biopsies.

PTH 523. Special Techniques in Histochemistry and Neuroanatomy
Student will apply basic principles in histofluorescence to demonstrate amine neurotransmitters in adult and developing animal tissues. Methods in immunohistochemistry for the demonstration of neuralpeptides (substance 1, enkephalins, endorphen, somatostatin, vasopressin, etc.) can also be applied and correlated with electron microscopy using animal and human pathological tissues.

PTH 524. Off Campus — Special Elective. Anatomic and Laboratory Pathology.
Special work in surgical pathology, autopsies, hematology and radioisotopes. In addition, students will attend and help prepare conferences for combined meetings of Medicine and Pathology Departments. Special emphasis will be on the etiology and pathogenesis of atherosclerosis.

PTH 525. Application of Histochemistry to Human Diseases
The subject would depend on the interest of the student. Material on a variety of diseases is already available, e.g. arteriosclerosis, esp. early lesions in infants; renal diseases; lesions of myocardium and skeletal muscle; alterations of bile canaliculi and of connective tissue in liver; lesions of spleen; alterations of thymic myoepithelium in children. Students are welcome to select other topics of their choice, provided sufficient material can be obtained. Assistance will be provided to prepare results for presentation at a professional meeting and for publication.

PTH 526. Coagulation and Hemostasis
The student will learn the workings of a coagulation and hemostasis laboratory. Emphasis will be on basic coagulation and hemostasis and its relevance to clinical medicine. The course will employ live patients and autopsy material. The student will be introduced to problems in clinical thrombosis and hemostasis. The student should have basic knowledge of biochemistry, physiology and pathology. Complex clinical problems will be evaluated, therefore, fourth year students will receive preference.

PTH 528. Anatomic Pathology
After the elective, the student will be able to perform a number of basic anatomic pathology techniques and apply clinical judgement commensurate with his medical knowledge. The student will be able to distinguish normal from pathologic tissues in their most common gross and microscopic appearances, and will begin to be able to interpret the clinical significance of these appearance for individual patients. Specifically: (1) The student will be able to perform an autopsy and find basic clinical-pathologic correlations; (2) The student will be able to approach a variety of surgical pathology and cytology specimens in the role of a pathologist consultant, and: (a) Participate in their processing and examination. (b) Apply clinical interpretation and medical judgment in such examination. The faculty/student contact is essentially that of a preceptorship in which practicing pathologists take undergraduate medical students as resident students and give them personal training in the practice of Pathology.
The pathologist takes the student and gives him **personal** training in his specialty.

PTH 529. Dwight David Eisenhower Army Medical Center Department of Pathology (Special Elective)
Students will participate in all phases of the practice of pathology to include surgical pathology, cytopathology, necrospy service, diagnostic electronic microscopy, and in the clinical laboratory hematology, coagulation, blood banking, chemistry, immunopathology, bacteriology, virology, mycobacteriology, mycology, and clinical laboratory computerization. Special interests of the students will be taken into account and special rotations and areas of interest will be utilized in broadening the student's exposure to a working clinical laboratory with a residency training program.

Pediatrics

A. Robertson, Chairman; B. Alpert; G. Armstrong; E. Aziz; J. Bennett; C. Bunyapen; L. Calvert; M. Carter; Z. Catterton; C. Chaudhary; L. Clark; W. Covitz; F. Cox; H. Dannawi; R. DuRant; J. Green; M. Greenberg; D. Hahn; L. Hartlage; P. Hartlage; J. Hawk; K. Henderson; C. Ho; S. Jay; K. Karlson; W. Karp; S. Levi; C. Linder; B. Marino-Fuller; R. Mercille; H. O'Rear; P. Rao; R. Smith; O. Spivey; W. Strong; T. Thevaos; W. Weston; B. Wray.

PED 500. Basic Clerkship in Pediatrics.
A six-week pediatric clerkship to provide basic grounding in child health and human development. It is organized to help students develop skills in pediatric history taking and physical diagnosis and in the interpretation of laboratory findings in the various age groups, including nursery, ward and out-patient clinics. The recognition of normal developmental patterns as well as the impact of age in the expression of disease will be emphasized. Scheduled June through May.
This clerkship is offered in four affiliated hospitals: Columbus, Macon, and Savannah, as well as Augusta.

PED 501. Substitute Neonatal Intern (Special Elective).
Prerequisite: PED 500

The student will serve as the primary physician (acting intern) for patients assigned by the senior NICU resident. Under the supervision of the senior NICU resident and the attending Neonatologist, you will participate actively in the care of term and low birth weight newborn infants. You will learn special techniques involving evaluation and management of high risk and sick infants. You will also participate in the follow-up evaluation of infants discharged from the NICU.

PED 502. Fort Gordon Pediatric Clinic.
Prerequisite: PED 500

Students are given the opportunity to assume progressive responsibility and independent judgment in the management of pediatric patients in a group practice setting under the preceptorship of Army pediatricians. A broad range of general pediatric medical care is emphasized in out-patient clinics, wards, well baby conferences and newborn nurseries.

PED 503. Off-Campus Clerkship. (Special Elective).
Prerequisite: PED 500

This special elective is offered to provide the student with experience in pediatrics in an off-campus situation. It can be served either in a hospital or in a preceptor's office by special arrangement with the preceptor and by approval and arrangement through the coordinator of electives for the Pediatric Department. A setting should be selected which will provide the student with a wide range of pediatric experience.

PED 504. Pediatric Clerkship at Gracewood (Special Elective).
Prerequisite: PED 500

This special elective provides in-patient care, out-patient care, conferences and seminars, all related to the multidisciplinary problems of mentally retarded.

PED 506. Preventive Cardiology (Pediatrics).

This course may also be taken "for pay", and, as such no credits would be received. During the course the students would be involved in 1) learning the content of preventive cardiology, 2) learning the methodology of teaching, 3) doing an exercise physiology research project and 4) a literature survey on a specific aspect of preventive cardiology. In addition, the student would have time to participate in the pediatric cardiology clinic and learn to interpret electrocardiograms.

PED 508. Pediatric Cardiology.
Prerequisite: PED 500

This course offers experience in the study of congenital and acquired heart disease with emphasis on the clinical manifestations and findings, and electrocardiographic interpretation. Correlation of the anatomic malformation with the physiologic alterations are emphasized. A course in ECG reading will be given during the elective. Research interests may be developed or continued from previous related electives.

PED 509. Allergy and Clinical Immunology.
Prerequisite: PED 500

Students will participate in evaluation and management of patients with suspected allergic and immunologic disorders. There is flexibility of emphasis, depending upon special interests of the student. A laboratory project is optional. Clinical experience is provided in MCG clinics, Eisenhower Medical Center, and private physicians' offices.

PED 511. Pediatric Research (Special Elective).

This elective consists of research experience in selected areas of pediatrics through special arrangement with the pediatric faculty.

PED 513-A. Substitute Pediatric Intern (Special Elective).
PED 513-B. Substitute Pediatric Intern (Special Elective).
Prerequisite: PED 500

The Pediatric substitute intern will serve as an active member (acting intern) of the Pediatric Housestaff under the supervision of the Pediatric Resident and a Pediatric Faculty member. The student will have the opportunity for progressive experience in in-patient, out-patient and newborn. Specify whether you are requesting PED 513-A — ETMH or PED 513-B — University Hospital.

PED 514. Scottish Rite Hospital Clerkship.
Prerequisite: PED 500

The student will be afforded room and board at the Scottish Rite Hospital. Teaching rounds will be made each morning in the hospital. The morning period will be spent seeing patients in one of our 34 specialty clinics, involving all of the medical and surgical pediatric specialties. In the afternoon, the student will be involved in working up medical inpatient admissions or working in private Pediatrician's offices. For certain students, a rotation through the Northside Hospital Newborn Nursery can be arranged. Rounds will be made by one of the neonatologists at the hospital.

Students will have no specific night duties unless circumstances dictate a change. While in the hospital, the student will be covered by an attending staff, surgical resident, or a Pediatrician who is in the house each night.

Adequate library and journal facilities are available.

PED 515. Pediatric Genetics.
Prerequisite: PED 500

The student will participate in evaluation of out-patients and in-patients referred for genetic consultation. In addition, conferences, seminars and case reviews will be held to reinforce the clinical teaching. When not directly involved with patients, the student may choose to work in the following laboratories: cytogenetics, metabolic screening, and biochemical genetics.

PED 516. Pediatric Clerkship at Columbus Medical Center.
Prerequisite: PED 500

This off-campus elective is conducted at the Columbus Medical Center under the direction of Dr. George F. Armstrong, Jr. The elective can be arranged with major interest in Neonatology, General Pediatrics or a mix of both. Out-patient experience will be gained in the hospital clinics or a private pediatrician's office. There is flexibility of experience to meet the student's individual needs. Adequate time will be allowed for reading and/or individual research project.

PED 517. Pediatric Cardiology Elective. (Special Elective).
A special research elective in selected areas of Pediatric Cardiology through special arrangement with the Pediatric Cardiology staff. Electives in echocardiography and nuclear cardiology are also available.

PED 518-A. Pediatric Clerkship at Savannah Medical Center.
PED 518-B. Pediatric Clerkship at Savannah Medical Center.
PED 518-C. Pediatric Clerkship at Savannah Medical Center.
Prerequisite: PED 500
This sub-internship is conducted at the Memorial Medical Center of Savannah under the direction of Dr. Martin H. Greenberg. The elective can be arranged with major interest in (A) Neonatology, (B) General Pediatrics, or (C) Child Development. (Out-patient or -inpatient experience can receive major emphasis.) There is flexibility to meet the student's individual needs. Adequate time will be allowed for reading and/or individual clinical pursuits. Specify whether you are requesting PED 518-A, PED 518-B, or PED 518-C.

PED 519. Pediatric Infectious Disease.
Prerequisite: PED 500
This course offers clinical experience in the common infections in children. Correlation with the clinical microbiology of infection is emphasized. Students will participate actively in out-patient and in-patient consultations. Research interests may be developed within the limits of time and capabilities of the infectious disease laboratory.

PED 520. Pulmonary Pediatrics.
Prerequisite: PED 500
The student on this elective will have clinical experience in the management of acute and chronic pediatric pulmonary problems that are seen in the clinic once a week and in the hosptial on consultations. Emphasis on the interpretation of chest radiographs, arterial blood gases and pulmonary function tests of the patients seen should give the student a basic knowledge of these points and their clinical value in-patient care.

PED 522. Community Child Care.
The elective provides the student with an opportunity to learn 1) how an institutional-based, primary care pediatrician interacts with community health agencies; 2) how one or more agencies deliver and monitor child care, e.g., Richmond County Health Department, Health Central, etc.; and 3) how to design an epidemiological study. The student will select the topic. Evaluation is based on faculty and staff review of a written plan for the proposed study.

PED 523. Pensacola Elective in Pediatric Medicine.
Prerequisite: PED 555
This elective rotation is designed to provide the medical student with a comprehensive perspective of pediatric practice at the new 65 bed Sacred Heart Children's Hospital. The teaching faculty consists of 25 pediatricians and pediatric sub-specialists.

ITD 502. Acting Internship in Pediatric Neurology.
ITD 503. Acting Internship in Pediatric Neurology.
ITD 504. Acting Internship in Pediatric Neurology.
See course descriptions under Interdepartmental Courses.

Pharmacology

L. Greenbaum, Chairperson; R. Ahlquist; T. Allison; R. Aronstam; J. Buccafusco; A. Carr; G. Carrier; A. Ciarlone; B. Fry; L. Gangarosa; W. Geber; C. Hannan; D. Jerram; M. Johnson; A. Karow; J. Kling; M. Logan; R. Longe; J. Pruett; M. Riley; J. Sutherland.

PHM 301. Introduction to Pharmacology. (4-2-5 hours)
Lectures and conferences designed to survey the interactions between drugs and living systems. The emphasis is on chemicals and drugs used in the treatment of disease; what they do and how the body responds and disposes of them. Six hours lectures/conferences per week.

PHM 230 and PHM 430. Dental Hygiene Pharmacology.
(See School of Dentistry, Oral Biology-Pharmacology for course description.)

PHM 503. Preparation of Frozen Sperm, Blood and Other Tissues for Clinical Use. (1 month) (Special Elective) Didactic 20%; Laboratory 80%
Prerequisites: PHM 551, 552
The student will learn how to freeze sperm and blood in such a way that the viability of the cells is maintained. The student will participate in the day-to-day operation of a clinical sperm bank. The student will read and discuss basic principles of cryobiology. The student will select other cells, tissues or organs on which to study in-depth the effects of freezing.

PHM 501. Toxicology. (one month) (Special Elective)
Prerequisites: PHM 551, 552
Students will participate in discussion and review of several aspects of toxicology including heavy metals, gaseous poisons, industrial and agricultural chemicals, poisonous plants and venoms. Emphasis is on human toxicology and includes selected case reports.

PHM 502. The Adrenergic Receptor: General and Clinical Studies. (one month) (Special Elective)
Prerequisites: PHM 551, 552.
An in-depth review of adrenergic drugs as applied to clinical medicine. Conducted as a participative discussion.

PHM 504. Pharmacologically Active Peptides. (one or two months) (Special Elective)
Prerequisites: PHM 551, 552
A practical study of pharmacologically active peptides and their relationship to neoplastic disease. Students will participate in discussion, bioassay and purification of kinins involved in neoplastic disease and learn their pharmacological properties and metabolism.

PHM 505. Iontrophoresis of Anticancer Drugs. (one to three months) (Special Elective)
Prerequisites: PHM 551, 552
Mice which have had cancer cells implanted in their subcutaneous tissue will be treated by various cancer chemotherapeutic agents by i.p., topical and by elec-

trical introduction (iontophoresis) of the drug. Survival rates and remissions will be studied. Additional pharmacokinetic studies allow production of the drug and method of administration with the highest potential therapeutic value.

PHM 506. Brain Neurotransmitters in Cardiovascular Regulation. (two or three months) (Special Elective)
Prerequisites: PHM 551, 552

The role of certain neurotransmitters in the brain such as acetylcholine, norephinephrine and depamine in central regulation of arterial blood pressure and cardiac function: Emphasis will be placed on an approach to the understanding of the development of essential hypertension in animal models. Students will participate in the design and implementation of experiments in which centrally active pharmacologic agents will be used to alter the function of specific neuronal systems, and study the effect on the development of hypertension in these animals.

PHM 507. Central Cholinergic Receptors: Drug Interaction. (one to two months) (Special Elective)
Prerequisites: PHM 551, 552

Study of the interactions of various classes of psychotropic agents with muscarinic acetycholine receptors in mammalian brain. Students will be involved in both discussions and biochemical measurements of these interactions. The involvement of cholinergic mechanisms in therapeutic actions as well as side effects associated with these drugs will be considered.

PHM 508. Drug Effects on the Fetus (one month) (Special Elective)
Prerequisites: PHM 551, 552

In-depth study of the various biochemical, physiological, pharmacological, morphological and postpartum behavioral alterations that occur when a wide range of drugs and other chemical entities enter the developing fetus through maternal exposure. Each student will choose three clinically important drug/chemicals to develop a rating of safety for use in humans.

PHM 509. Clinical Pharmacology. (1 hour per week (Special Elective) per quarter)
Prerequisites: PHM 551, 552

A cooperation elective presented by Department of Pharmacology and Section of Clinical Pharmacology and Hypertension (Dept. of Medicine). Presentation of clinical cases selected to illustrate appropriate and inappropriate use of drugs in patient management. Intended for junior and senior medical students and house staff.

PHM 551. Human Pharmacology. (4-0-4 hours)
PHM 552. Human Pharmacology. (4-0-4 hours)
Prerequisite: Second year standing in the School of Medicine

Objective is to provide the student with the necessary background to practice rational drug therapy. Emphasis is on the major classes and how they act in humans.

Physiology

R. Little, Chairman; G. Bond; J. Delahayes; P. Dow; I. Ehrhart; J. Ginsburg; R. Godt; C. Hendrich; W. Hofman; W. Jackson; D. Miller; R. Moriff; T. Nosek; R. Ogle; S. Porterfield; S. Stoney; R. Vargo; V. Wiedmeier.

PHY 200. Introduction to Physiology. (5 hours)

An analytic approach to the principles of mammalian physiology with emphasis on life processes and homeostasis is presented by means of lectures and conferences.The general principles introduced at the start of the course are used to highlight the coverage of the organ systems and their interaction presented during the remainder of the course.

PHY 210. Introductory Human Physiology. (5-0-5 hours)
Prerequisite: College Biology

The elements of human physiology with an introduction to the function of the major organ systems of the body, their interaction and control.

PHY 311. Principles of Human Physiology I. (5-0-5 hours)
Prerequisites: Inorganic chemistry, one physics course and a course in human anatomy (may be taken concurrently); or permission of the instructor.

A two quarter sequence giving detailed coverage of the major organ systems of the body, their interactions and control. This will include lectures, demonstrations, discussion groups, and laboratory work as appropriate.

PHY 312. Principles of Human Physiology II. (5-0-5 hours)
Prerequisite: PHY 311

A continuation of Physiology 311.

PHY 501. Special Elective in Physiology.
Prerequisite: Student in School of Medicine

Lecture and/or laboratories studies in physiology. Topic, time and credit hours to be arranged.

PHY 550. Medical Physiology I. (6-2-7 hours)
Prerequisite: First year standing in School of Medicine

First of two quarter sequence presenting an intensive treatment of mammalian organ systems: the cell, electrophysiology; peripheral nerve and reflexes; muscle; and cardiovascular.

PHY 551. Medical Physiology II. (9-2-10 hours)
Prerequisite: PHY 550

A continuation of PHY 550, presenting respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

PHY 555. Tutorial in Physiology. (2-0-2 hours)
Prerequisites: Only students previously registered for PHY 550 and 551 and permission of Department

A brief review of medical physiology.

PHY 690. Review of Human Physiology. (6-0-6 hours)
Prerequisite: Graduate standing in the School of Nursing or permission of the Department of Physiology

A review of human physiology emphasizing current concepts of organ function and their relationship to disease status. (Formerly PHY 590)

ITD 550. Neuroscience. (7-4-9 hours)
Prerequisite: First year standing in School of Medicine
See course description under Interdepartmental Courses.

Psychiatry

E. Pattison, Chairman; R. Bagge; R. Bishop; G. Hurd; E. Katz; G. Longley; E. Loomis; G. Marshall; L. Marshall; E. McCranie; M. McCranie; B. McLaulin; C. Meyer; D. Poston; W. Quillian; C. Seegar; R. Selby; M. Sell; B. Sisson; G. Williams; C. Zuk; G. Zuk.

PSY 500. Basic Clerkship in Psychiatry.
This required clerkship will provide the student with intensive experience with psychiatric in-patients. With collaboration and guidance of the staff, the student will do a complete work-up on assigned patients, including physical examination, mental status, and psychodynamic case formulation. The student will then proceed with treatment with emphasis on supervised psychotherapy, including medication and other therapies as indicated.

PSY 501. General Psychiatry Tutorial (Special Elective)
PSY 502. Clinical Clerkship — Fort Gordon. (Special Elective)
Supervised case workers and treatment of psychiatric in-patients or out-patients of patients in the Drug and Alcohol Program. Various treatment modalities are utilized, including individual and group psychotherapy, psychopharmacologic treatment, Half Way House.

PSY 503. Adolescent Psychiatry.
Prerequisite: PSY 500
This clerkship will provide experience with in-patient and out-patient adolescents.

PHY 505. Child Psychiatry.
Prerequisite: PSY 500
Guided experience, reading and research related to the child (age 11 and under) having behavioral, learning or developmental difficulties will be provided.

PSY 507. Clinical Clerkship. (Special Elective)
These clerkships provide supervised experience in the evaluation and treatment of people with a variety of psychiatric disorders supplemented by conferences and didactic instruction. These hospitals have extensive patient populations which permit the student to select particular areas of interest.

PSY 508. Psychotherapy and Other Modes of Treatment. (Special Elective)
Prerequisite: PSY 500
This elective will stress various therapeutic techniques including psychotherapy, drug, and various organic therapies involving adults, adolescents and possibly children. Patients will be selected from the psychiatric in-patient service, psychosomatic patients from the consultation service, and the Aftercare Clinic. **Due to the fact that this elective involves primary patient care, it will be impossible to include vacation time.**

PSY 509. Psychosomatic Medicine.
This clerkship will provide a continued and deeper experience with clinical problems similar to those in the Basic Medicine Clerkship. It will emphasize the consultation process and brief psychotherapy or psychosomatic cases.

PSY 510. Alcohol and Drug Abuse.
Varied clinical experience with drug and alcohol problems at several facilities; selected reading list, several psychiatrists and other disciplines will supervise the experience.

PSY 511. Off-Campus. (Special Elective)

PSY 514. Social Networks and Psychiatric Intervention.
Prerequisite: Phase II Psychiatry
The relation between health, both mental and physical, and stress has been documented for over forty years. Recently, it has been recognized that 80% of the stress experienced by homosapiens is social in origin. New developments in the medical and social sciences enable us to examine and intervene on social networks thereby moderating the patient's stress through the resolution of social conflicts. The theoretical and clinical basis of this form of intervention will be presented and discussed.

PSY 515. Health and Medicine.
We will begin by considering the "healer" from a cross-cultural standpoint. What are the functions of the Shaman, Brujo, priest and curendero? What does a patient expect from the physician and what do they get? The difference between healing and curing is becoming critical in our society with one consequence being increased malpractice suits brought against physicians. Is there a way out? The major resources for the class are the research literature and occasional visits to psychic, faith, and herbal healers.

PSY 516. Family Therapy.
This elective provides experience and supervision in the principles of family therapy for treatment of emotional and behavioral disturbances.

PSY 517. Personality Factors in Health and Illness.
This elective will focus on examining the role that various psychological/personality factors play in either increasing or decreasing an individual's susceptibility to physical illness and disease. Instructional format will center on directed reading/discussion or relevant scientific and clinical literature, with emphasis placed on identifying and understanding the basic questions and issues guiding current research in this area.

PSY 518. Medical Hypnosis and Hypnotherapy.
Students will be given extensive reading on the nature of hypnosis, induction techniques, and hypnotherapy. There will also be provided ample time for practice of these techniques with fellow students. Students will be

given the opportunity to observe hypnotherapy sessions (individual and group) and to participate in supervised hypnotherapy and/or research.

PSY 519. Psychiatric Consultation/Liason in a General Medical-Surgical Hospital.
Students will participate as an active member of the consultation/liason team. This will include interviewing and assessing patients, attending rounds with the full team, following patients while in the hospital, and attending liason meetings with other services (including cardiac rehabilitation and spinal cord injury). In addition, students will be given reading in related areas.

PSY 520. Advanced In-Patient Psychiatry Rotation.
Students will be given the opportunity to be an active member of an acute in-patient psychiatric service team. Each student will be given primary responsibility for a number of selected patients. This will include initial assessment and evaluation, psychotherapy with supervision, continued follow-up and management of the patients. Extensive reading material will be provided for students with the opportunity for discussion. Each student will also be expected to lead one case conference during his/her rotation. Ward 5C is an acute psychiatric in-patient unit serving the general medical-surgical hospital. The patient population includes a number of psychosomatic, psychophysiologic, and pain related problems. The ward is also currently affiliated with the Pain Control and Rehabilitation Program, and the students will be given an opportunity to participate if they desire.

Radiology

W. Pool, Chairman; J. Allison; H. Anthony; B. Brooks; M. Brown; R. Bruce; S. Burch; J. Cunningham; T. El Gammal; C. Eubig; A. Fiveash; S. Freedman; J. Howington; W. Kitchens; W. Lawrence; R. Neal; S. Reichard; Sathyanarayana; M. Sokolay; R. Teeslink; J. Trueblood; T. Vanderzalm; R. Wigh; O. Zeck.

RAD 501. Radiology.
Instruction in clinical radiology is provided through daily scheduled teaching sessions with the faculty aimed at providing the student with a broad overview of the field of Radiology including exposure to basic radiobiology, radiation protection, radiation therapy, interventional radiology and all phases of diagnostic radiology — conventional x-ray modalities, nuclear medicine, ultrasound, CT, angiography and other special procedures. Students also rotate in small groups through the various sections of the department to observe performance and interpretation of various types of diagnostic examinations. Some time is also allocated for use of the departmental teaching file and audiovisual teaching aids.

RAD 502. Radiobiology. (Special Elective)
Effects of ionizing radiation on biological systems. Introduction to radiobiology, radiation hazards, and protection. Lectures and research participation.

RAD 503. Radiobiology. (Special Elective)
The biological basis for radiation therapy. Seminar and research projects.

RAD 504. Advanced Clerkship in Diagnostic Radiology. (Special Elective)
Prerequisite: RAD 501
This clerkship will consist of more advanced instruction in diagnostic radiology. The possibility is opened to "subspecialize" in areas such as neuroradiology, the G.I. tract or pediatric radiology. Assignments in didactic as well as the service responsibility in the assigned area will be part of the clerkship. The student will report selected cases after preview by one of the staff. He will participate in planning some of the inter and intradepartmental conferences. There is a possibility of taking part of this elective at the VA, Fort Gordon, or the University Hospital.

RAD 505. Off-Campus Elective. (Special Elective)
Special arrangements can be made for elective periods of one to three months in the Department of Radiology at other medical schools.

RAD 506. Radiology Preceptorship. (Special Elective)
The elective will work closely with a private radiologist in his office as well as hospital locations. He will be assigned specific reading assignments related to patients that are studied during the day.

RAD 507. Clerkship in Radiation Therapy — Oncology.
The student will be afforded an opportunity to see a large variety of tumors treated with various modalities of radiation therapy. He will participate in tumor conferences at the various hospitals and also attend the radiation therapy cancer clinics at Talmadge and University Hospitals. He will get experience in the work-up and general management of the cancer patient in the areas of curative therapy, palliation, and supportive care.

RAD 508. Clerkship in Nuclear Medicine.
The student will be offered the opportunity to participate in the daily activities of the Nuclear Medicine Section and will attend daily interdepartmental conferences and weekly interdepartmental conferences. He will gain experience in the use of nuclear medicine procedures in the diagnosis and treatment of disease processes.

Surgery

A. Mansberger, Chairman; H. Adams; M. Allen; J. Armstrong; R. Bays; E. Berg; W. Beveridge; N. Bhatti; S. Blalock; T. Blanchard; R. Bliven; T. Bowden; M. Bridges; B. Chafee; J. Christian; W. Clark; M. Collins; G. Doetsch; T. Edmondson; L. Ellison; R. Ellison; H. Engler; R. Finney; W. Flanagin; H. Flanigin; A. Franceschi; R. Galloway; K. Given; R. Gongaware; L. Griffin; W. Hammer; J. Harmon; V. Hooks; E. Howard; W. Hudson; A. Humphries; W. Jennings; R. Johnson; E. Joy; A. Karow; J. Kling; W. Love; W. Lucas; H. Marble; J. McPherson; S. Michigan; H. Moore; W. Moretz; R. Morris; J. Mulherin; R. Nesbit; G. Pai; R. Parrish; H. Pinson; E. Porubsky; J. Rubin; C. Sanders; E. Saunders; P. Sardino; D. Shelton; M.

Shepherd; H. Sherman; R. Shimp; A. Smith; B. Stanfield; D. Sullivan; H. Sullivan; R. Treat; C. Veazey; P. Veazey; C. Wagner; D. Ward; D. Williams; J. Winburn; R. Witherington; W. Wolff; C. Wray.

SUR 500. Basic Clerkship in Surgery.
This eight-week course is the basic course required of all students and is the prerequisite for many surgical electives involving contact with patients. Instruction includes basic concepts of emergency medicine and anesthesiology. Students are assigned patients for total patient care participation, including complete write-ups and participation in operative procedures. They take part in ward rounds, conferences, tumor conferences, journal club, seminars and informal discussions. Student activities involve both in-patients and out-patients. Scheduled June through May.

SUR 501. Clerkship.
Consists of working with patients, residents and faculty in pre-operative, intraoperative and postoperative care, participating in all regularly scheduled teaching, patient care and research conferences of general surgery.

SUR 502. Research Elective.
(Special Elective)
An area of mutual interest to the student and his supervisor will be selected and the student will outline his research project, carry it out under supervision and submit to his supervisor a satisfactory report of his work toward the end of the project. For some projects, students will undertake the project singly; in others, in pairs. Projects may be undertaken in the Experimental Surgery Laboratory or in the Clinical Research Wing and an occasional project may involve the use of Clinical Hospital Records.

SUR 503. Dog Surgery.
Consists of morning sessions of seminar discussions of anatomy, physiology and clinical coordination with the operative procedures performed during the afternoons. Emphasis is placed on surgical technique and each student will perform 5 operations as well as function as first assistant, scrub nurse and anesthesiologist.

SUR 504. Tutorial.
(Special Elective)
Individual students may elect to study in depth, for a period of one to two months, any specific area in surgery under the guidance of the faculty member most familiar with that specific area. A thesis or report on the subject chosen is a necessary part of this elective. No student is eligible for more than one such elective.

SUR 505. Preceptorship.
(Special Elective)
Clinical experience with individual private preceptor, in his office, operating room and hospital. (Individual arrangements must be made through both the chairman of Surgery and the clinical surgeon involved.)

SUR 506. Off-Campus Experience.
(Special Elective)
Students may elect off-campus experience in some phase of surgery in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the Medical College of Georgia counterpart of the individual at the other institution with whom he wishes to work. Such electives must be an identifiable course of instruction. An evaluation of the student's performance will be required. No student is eligible for more than one such elective.

SUR 507. Kidney Transplantation.
SUR 508. Kidney Transplantation.
Students will assist with care of post-transplant patients and pre-transplant patients.

SUR 509. Emergency Room Clerkship.
This clerkship offers active participation in the care of patients in the University Hospital Emergency Department. Students can expect to gain experience in the rapid assessment of acutely ill and injured patients. The schedule will be arranged on a rotating basis to provide approximately 180 hours of active involvement in the care of emergency patients.

SUR 510. Surgery Clerkship, General Surgery.
(Special Elective)
The student will be assigned to a surgical floor where he will see, evaluate and scrub on surgical cases under the direct supervision of a surgical resident and the Chief of Surgery. The student will attend all surgical conferences, ward rounds and surgical out-patient clinics, and will be expected to actively participate in all areas. Night call will be every third night and every third weekend.

SUR 511. Surgery Clerkship, Emergency Room.
(Special Elective)
Students will be assigned for 8 hour shift and will be under direct supervision of 8 full-time E.R. physicians. They will be expected to see, evaluate and suggest emergency treatment of patients. They will also be encouraged to follow patients who are admitted by scrubbing with the surgical residents or attending physician when appropriate. They will also be expected to attend all those teaching conferences which do not conflict with emergency problems in which they may be involved.

SUR 512. Advanced Clerkship at Savannah Memorial Hospital.
(Special Elective)
Advanced surgical clerkship in general surgery. Basically a sub-internship. Includes work-up of patients, clinics, rounds, conferences, lectures, some closely supervised surgical experience. Teaching by Medical College of Georgia affiliate faculty and residents.

SUR 513. Substitute Internship.
(Special Elective)
Students on this elective should function as substitute interns on the General Surgical Services at the Medical College of Georgia Hospitals. The student will be assigned to a specific surgical service and will be expected to initiate the clinical data base, begin diagnostic measures, and where possible, to perform surgical procedures with supervision. In addition, he will participate in the teaching responsibilities, conferences, clinics and operating experiences of the service to which he is assigned and will be assigned night call responsibilities.

SUR 514. Clinical Management of the Critically Ill/Injured Patient.

The student will be involved in the care of selected burned patients. Such involvement may comprise all phases of management. Patients will be selected such that help crystalize and offer opportunities for establishing new information in anatomy, pathophysiology, biochem istry, pharmacology, and microbiology as these apply to the critically injured. The gamut of total systematic bodily derangement will be examined by studying and involving in the course of these patients. Selected reading, didactic presentations, preceptoral instruction, and clinical interface will be the principle methodology employed. The student will be entered into the basic, intermediate or advanced category based upon previous experience and knowledge base.

SUR 515. Advanced Clerkship, Trauma and General Surgery in University of Florida Affiliated Hosptial.

Prerequisite: SUR 500

Advanced surgical clerkship. Sub-internship. Includes trauma participation, workup of patients, operating room experience, pre and post-operative care, 7 conferences a week, clinics and rounds with senior residents and attending staff.

SUR 516. Clerkship, Georgia Baptist Medical Center.

Prerequisite: Core Curriculum

During assignment in surgery at Georgia Baptist Medical Center in Atlanta, students will be introduced to surgical practice in a major private hospital setting.

During this educational experience there will be daily morning academic experiences through attending teaching covering various areas of general and subspecialty surgery, giving academic introductions to cardiovascular, pulmonary, urologic trauma, plastic and general surgery. The student will be assigned daily to surgical scrubs and will usually observe two or three cases daily.

Special attention will be devoted to the student on principles of physical examination of the acute as well as the chronic surgical problem patient. Bedside teaching in these areas will be paramount, and details of examination as well as details of bedside history taking in the surgical patient will be carefully outlined.

To supplement lectures and operative experience, surgical rounds will be conducted daily on the floors as well as in the intensive care unit areas along with the surgical house officers and the Chief Resident of Surgery. Special attention during these rounds will be given to problems of critical care monitoring, fluid and electrolyte replacement, hyperalimentation, and placement of certain sophisticated monitoring devices such as Swan-Ganz catheters.

SUR 517. Nutrition, Enteral and Parental Advanced
SUR 518. Clerkship, Georiga Baptist Medical Center Metabolic Support Services.

Prerequisite: Core curriculum

During assignment in the Metabolic Support Service at Georgia Baptist Medical Center in Atlanta, senior students will be introduced to the principles and techniques of nutritional support (enteral and parental) in a major private hospital setting.

During this educational experience the student will be allowed to make daily rounds with members of the Metabolic Support Service, i.e., physician, nurse, dietitian, and pharmacist. There will be lectures on the principles and concepts of total parenteral nutrition, peripheral parenteral nutrition, peripheral protein-sparing, and enteral alimentation. In addition, the student will have an opportunity to participate in consultations, the initial work-up prior to beginning nutritional support, and daily follow-up and monitoring.

The student will also receive instruction in assessment of nutritional status, potential metabolic complication, complications associated with the insertion of central venous catheters, and the use of nutritional support in hepatic and renal failure. Attention will also be devoted to formulation of solutions, drug interations, and composition of tube feeding formulas.

To supplement lectures and clinical experience, teaching rounds will be conducted weekly with all members of the health care team, i.e., Infection Control, Pathology Department, Pharmacy. During these rounds, adherence to protocols, fluid and electrolyte imbalance, and individual patient recommendations will be discussed.

SUR 520. Neurosurgery Clerkship.

The externship provides opportunity for combining the direct patient care responsibilities of a junior house officer with practice in performing neurological examinations while participating with staff members in the practice of neurosurgery. The extern will be assigned five to eight patients for which he will have primary responsibility for daily care under the supervision of the senior house officer and staff of the Neurosurgery Service. He will participate in patient evaluations in the clinic and in daily teaching conferences. This elective provides for a close working relationship between the staff and the student, while at the same time providing opportunity for patient care responsibilities.

SUR 521. Neurosurgery Research Elective.

The purpose of this elective is to enable students to pursue research in the field of neurosurgery. The actual project may be one initiated by the student or the student may elect to participate in an ongoing research project of one of the faculty members. Thus, this elective will have to be arranged on an individual basis with the particular faculty member to satisfy the needs of the students and to be sure facilities are available.

SUR 523. Neurosurgery Preceptorship.

The purpose of this elective is to provide an opportunity to those students who wish to study neurosurgery at some other institution. This may be desirable because the student is already taking another elective at the institution, or because he plans to settle in that region or because there is a particular type of neurological surgery being done there that the student is interested in.

SUR 524. Combination Neurosurgery Clerkship and Research.

Prerequisite: NEU 500

This experience provides opportunity for direct patient care responsibilities of a junior house officer with practice in performing neurological examinations and participating in neurosurgical therapy and simultaneously becoming involved in a limited neurosurgical clinical research experience. The research project may be initiated by the student or he may elect to participate in an ongoing research project with one of the faculty members. The patient care responsibilities will be limited to five or six patients and accomplished under the supervision of the chief resident and staff.

This elective will necessarily be arranged on an individual basis with the particular faculty member with whom the student wishes to perform the research in order to assure facilities.

SUR 525. Neurosurgery Elective at the University Hospital.
This elective offers the student a choice of one or two inroads into the specialty of neurological surgery. Firstly, it allows him to become acquainted with the general idea of what neurological surgery is. This is accomplished by the student's making ward rounds daily with the resident and the attending as a unit. Here, he gets a general idea of the major problems involving the brain and spinal cord. As a continuation of this idea, the student, with the attending physician, observes diagnostic studies performed in X-ray such as myelography, arteriography and pneumoencephalography. A natural continuation down this road is the student's participation in the surgical suite as a first or second assistant. The second road into the specialty gives the student a chance for a more in-depth penetration, if he so desires, into the radioisotope field as it involves neurosurgery or into the field of neuroradiology and even neuropathology. The student attends a neurological surgery conference once a week in which all of the preceding problems are discussed. The student, thus, is a welcome member of the neurosurgical team.

SUR 526. Physiological Neurosurgery Elective.
Prerequisite: Neurology 500
Two tracts are available. One tract emphasizes clinical electrophysiology as related to surgical therapy of seizure disorders, movement disorders and pain. The other tract allows a choice of clinical or laboratory research experience in the areas of cerebral blood flow in stroke, intracranial pressure monitoring, and the physiology of cerebral spinal fluid bulk flow. In each of these tracts the student will be expected to work closely with the supervising faculty member in the initial clinical workup of patients, in diagnostic laboratory procedures, and in surgical procedures if performed. Compilation of data for clinical research as well as participation in laboratory research under way is expected.

SUR 531. Otolaryngology Surgery.
This clerkship is designed to familiarize the student with the diseases of the ears, nose, and throat with emphasis on diagnostic techniques, including physical-examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 532. Otolaryngology Surgery.
This clerkship is designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro-otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 533. Otolaryngology Off-Campus Experience (Special Elective)
Students may elect off-campus experience in place of Otolaryngology in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the Section of Otolaryngology here at the Medical College of Georgia. Arrangements then can be made with the counterpart at the other institution. An evaluation of the student's performance will be required.

SUR 541. Orthopedics Clerkship.
Arranged through Faculty Coordinator.

SUR 542. Orthopedics Research Elective. (Special Elective)
Arranged through Faculty Coordinator.

SUR 543. Orthopedics Tutorial. (Special Elective)
Arranged through Faculty Coordinator.

SUR 551. Pediatric Surgery.
Pediatric Surgery Elective is offered to those completing the surgery core. Designed to introduce the student to the fundamentals involved in the clinical care of the pediatric surgical patient.

SUR 552. Substitute Internship in Pediatric Surgery
Prerequisite: Senior Students Only
This elective is designed for the senior student interested in general surgery as it applies to the pediatric age group. The student will act as an intern during the rotation, working closely in this capacity with the residents and attendings. Pre and postoperative care of the pediatric patient will be emphasized and inhouse night rotation is expected.

SUR 561. Thoracic and Cardiac Clerkship.
This elective is designed to provide additional experience in pathophysiology and treatment of intrathoracic disease. The student participates with the chief resident and/or attending thoracic surgeon in answering consultations regarding patients with potential thoracic surgical problems on other services. In addition, opportunities are available for experience in treatment of critically ill patients in the surgical intensive care unit. Responsibilities of the student are entirely separate from those taking in the required clerkship (SUR 500).

SUR 562. Thoracic and Cardiac Surgery Research Elective.
This elective is designed for a student who has an interest in research or an interest in a particular clinical intrathoracic problem. A research goal or project may be determined by discussion with a member of the Thoracic and Cardiac Surgery staff. This might consist of a pilot laboratory project or analysis of clinical cases. A paper describing the research project and results would be required.

SUR 563. Thoracic and Cardiac Surgery Preceptorship.
Arrangements may be made for a student to work with a private thoracic-cardiac surgeon off-campus or at another medical school to provide a student with additional experience in this field. This would provide a student an opportunity to observe methods of treatment of patients in hospitals other than TMH.

SUR 571. Urology Clerkship.
A 4-week patient care elective in general urology which can be taken at TMH (maximum 4 students) or Dwight David Eisenhower Army Medical Center, Fort Gordon, Georgia (2 students). Emphasis is on evaluation of the urologic patient, both in-patient and out-patient. Students have opportunity to assist on cystoscopies and several operative procedures. Opportunity to learn proper technique for urethral dilations, urethral catherizations and prostatic evaluation is available. Students are assigned in-patients in rotation and perform histories and physical examinations upon them, and then follow the patient daily, including pre-operative, operative and postoperative care. Faculty, residents and students make ward rounds and review all urologic X-rays daily. Informal conferences with faculty and/or residents are held covering the topics G.U. malignancies, urolithiasis, prostatic disease, neurogenic bladder and complications of the catheter.

SUR 752. Urology Preceptorship.
(Special Elective)
A 4 to 8 week elective which may be taken at MCG or any other approved teaching institution where a suitable preceptor can be found. Emphasis is on a clinical or laboratory research project. The scope of this course is broad and can include patient care or not. The student is expected to complete his chosen project and report upon it orally or in writing at the end of the elective period.

SUR 573. Urology Off-Campus Experience.
(Special Elective)
A 4-week patient care off-campus elective which can be taken with a qualified urologist anywhere. The course content should about parallel SUR 571.

SUR 581. Plastic Reconstructive Surgery.
The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone, and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one month rotation to include participation in ward rounds, clinics and in the operating room.

SUR 582. Plastic Reconstructive Surgery Off-Campus Experience.
(Special Elective)
The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone, and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one month rotation to include participation in ward rounds, clinics and in the operating room.

NURSING

Dean — Dr. Mary E. Conway
Associate Dean for Undergraduate Programs — Dr. Linda A. Ellis
Associate Dean for Graduate Programs — TBA
Assistant Dean for Business Affairs — J. David Bass
Director of Continuing Education — Susan Bruno

Nursing Calendar

	1981	1982
Fall Quarter		
Orientation of new students	September 10-11	September 14-15
Registration	September 14	September 16
Exemption examinations given at MCG for US and Georgia history and constitution	September 14	September 16
Late fee begins	September 15	September 17
MCG classes begin	September 15	September 17
AC classes begin	September 16	September 20
Last day for late registration and schedule changes	September 21	September 22
Midterm: Last day to withdraw from a course without penalty	October 21	October 22
Last day to apply for March graduation	October 21	October 22
Regents' Test	October 26	To be announced
Pre-registration for Winter quarter	November 2-5	October 25-28
Thanksgiving recess	November 25-29	November 24-28
Last day of classes	November 24	December 1
Examinations	November 30	December 2-3
	December 1-3	December 6-7
Term ends	December 3	December 7

	1982	1983
Winter Quarter*		
Registration	January 4	January 3
Exemption examinations given at MCG for US and Georgia history and constitution	January 4	January 3
Late fee begins	January 5	January 4
MCG classes begin	January 5	January 4
AC classes begin	January 5	January 5
Last day for late registration and schedule changes	January 7	January 7
Regents' Test	February 8	To be announced
Midterm: Last day to withdraw from a course without penalty	February 8	February 8
Last day to apply for June graduation	February 8	February 8
Pre-registration for spring quarter	February 8-11	February 7-10
Last day of classes	March 10	March 9
Examinations	March 11-12, 15-16	March 10-11, 14-15
Term ends	March 16	March 15

*There are some differences in the AC and MCG calendars for winter quarter. Students taking AC courses should consult the AC calendar.

	1982	1983
Spring Quarter*		
Registration at MCG	March 24	March 28
Exemption examinations given at MCG for US and Georgia history and constitution	March 24	March 28
Registration at AC	March 25	March 28
MCG classes begin	March 25	March 29
Late fee begins	March 25	March 29
AC classes begin	March 29	March 29
Last day for late registration and schedule changes	March 30	March 31
Regents' Test	April 26	To be announced
Pre-registration for summer and fall quarters	April 26-29	April 25-28
Midterm: Last day to withdraw from a course without penalty	April 30	May 2
Last day to apply for August graduation	April 30	May 2
Last day of classes	May 28	June 1
Examinations	May 31, June 1-3	June 2-3, June 6-7
Term ends	June 3	June 7
Graduation	June 5	June 11

*See AC schedule for different dates.

Senior students taking courses at Augusta College or any other college during spring quarter may participate in the graduation ceremony. The diploma will be mailed upon receipt of final grades.

	1982	1983
Summer Quarter		
Orientation of new students	June 15	June 14
Registration	June 16	June 15
Exemption examinations given at MCG for US and Georgia history and constitution	June 16	June 15
Classes begin	June 17	June 16
Late fee begins	June 17	June 16
Last day for late registration and schedule changes	June 21	June 20
Independence Day Holiday	July 5	July 4
Regents' Test	July 12	To be announced
Midterm: Last day to withdraw from a course without penalty	July 16	July 15
Last day to apply for December graduation	July 16	July 15
Pre-registration for fall quarter	July 12-15	July 11-14
Last day of classes	August 23	August 22
Examinations	August 24-27	August 23-26
Term ends	August 27	August 26

School of Nursing

The School of Nursing Philosophy

The School of Nursing is an integral part of the Medical College of Georgia and accepts the beliefs, purpose, mission and goals of the College. The School conducts programs of education, service and scholarly inquiry. Nursing has a developed body of knowledge, advanced and tested through research and practice, and organized for instruction. Nursing shares with other health professions the goals, theories and methods to promote the health of man and society.

We Believe:

Man is a unique bio-psycho-social being possessing worth and dignity, who is capable of reasoning and adapting to change. Man is dependent, interdependent, and independent; he interacts with, influences and is influenced by the environment in which he lives. Man moves through differing developmental levels and acquires abilities to maximize his individual potential throughout his life span.

Society is a pattern and network of dynamic social relationships that recur among a designated set of individuals. The nurse contributes to society as a citizen and as a professional.

Health is a dynamic process which exists on a continuum ranging from states of wellness to states of illness. This process is influenced by various factors such as an individual's biology, physical and social environment, life style, and available health care systems. We believe that optimal health enables an individual to adapt to life situations at his own highest level of functioning while maintaining personal integrity.

Nursing is a practice discipline directed toward promoting and maintaining the health of man. This discipline provides the arena within which professional nurses give care, function accountably in their practice, and accept expanding responsibility in delineating and influencing the emerging roles of independent and interdependent nursing practice. Nursing incorporates research process and research findings to strengthen, mold and perfect its practice.

The professional nurse is an intellectually oriented practitioner who possesses a broad data base, which enables functioning as a leader in the provision of comprehensive health care services in a variety of settings to individuals, families, groups and communities. The professional nurse understands change and can function effectively in changing environments. The professional nurse is a client advocate, advisor and facilitator. As advocate, the professional nurse accepts the client where he is at the point of contact; as advisor, the professional nurse assists the client to make informed choices; and as facilitator, the professional nurse provides a means for the client to progress toward a maximal state of health. The professional nurse utilizes theoretical and empirical knowledge to competently assess health status and health potential, to make critical judgments in planning appropriate nursing interventions, to implement effective nursing actions and to evaluate nursing practice.

Individuals prepared at the masters level in nursing generate change to improve nursing and health care. Graduates are prepared to assume leadership roles and manifest clinical expertise in nursing as clinical specialists, teachers or administrators within the health care delivery system and nursing education systems. They utilize expert nursing practice in specialty areas to test and advance nursing theories.

Graduate study is built on the knowledge and competencies acquired in baccalaureate education in nursing, and provides a foundation for advanced study. Education at the masters level prepares the graduate to practice with expertise in clinical and functional areas. It provides increased competencies to perform the investigative processes necessary to advance nursing theory and practice.

Learning is a life long, continuous process which results in individual, professional and social productivity. Learning is a growth process which results in observable behavior changes and a dynamic process which takes place in structured and unstructured situations. Learning is influenced by interest and motivation.

The learners are unique individuals who bring to the educational setting previously acquired beliefs, behaviors and resources. The learners are active participants and assume responsibility for their own learning.

The teachers as the facilitators of learning maintain open channels of communication with students, create an atmosphere conducive to the development of the students' potential, and serve as models of competence in the search for truth and utilization of knowledge.

Accreditation

The School of Nursing is accredited by the National League for Nursing and is a member agency of the department of Baccalaureate and Higher Degree Programs.

The baccalaureate program is also approved by the Georgia Board of Nursing. Graduates are eligible to take the state licensing examination; successful completion of which entitles the nurse legally to practice nursing and to use the title "Registered Nurse" (R.N.).

Facilities, General Education and Professional

The general facilities of the Medical College combined with those of Augusta College, offer excellent opportunities for a balanced program of liberal and professional education in the bachelors and masters program.

In addition to facilities for instruction as listed in the General Information Section of this Catalog, the School of Nursing utilizes health care institutions, including Gracewood State School and Hospital, Veteran's Administration Hospitals, University Hospital, Augusta Regional Hospital, Department of Human Resources, nursing homes, day and nursery schools, and other agencies selected on the basis of their contribution to the student's applying knowledge and developing skills related to continuity of patient care, health care services, and total health planning for individuals, families and communities.

The School of Nursing at Athens (SONAT) faculty offer the complete BSN program in Athens. Clinical facilities utilize a wide variety of health care settings in primary, secondary, and tertiary care including the Athens General Hospital, St. Mary's Hospital, University Health Service, Department of Human Resources, day care centers, schools, nursing homes and many other health-related agencies.

Fees and Expenses

See the General Information section of this Catalog for matriculation and other general fees; dormitory housing, food and professional liability insurance.

Estimated additional expenses and fees for nursing students include approximately $500-$600 for books and supplies per academic year. There is a one time cost of approximately $300 for nursing school uniforms (junior year) and the Georgia Board Exam fee of $45 in the senior year for undergraduate students.

Current information on estimated costs for personal expenses, transportation, and off-campus housing can be secured from the Office of Academic Admissions.

Financial Aid and Employment Opportunities

The Student Financial Aid Bulletin may be obtained by writing to the Financial Aid Office. A limited number of part-time employment opportunities are available through the MCG Personnel Office.

An application form on which you may apply for any of the programs listed in the brochure may be secured by writing the Financial Aid Office.

Employment opportunities for nursing students are available in local health care facilities in Augusta, including MCG's Talmadge Memorial Hospital, University Hospital, St. Joseph's Hospital and Doctors Hospital. Nursing students also have opportunities for employment in hospitals in Athens.

Student Organizations and Activities

Students in the school of Nursing participate in the social, cultural and student development activities and organizations of both the Medical College of Georgia and Augusta College.

An Honor Society was organized in 1969. It was chartered as Beta Omicron Chapter, Sigma Theta Tau, Incorporated, 1974.

In addition to the regular activities at the college, students in Nursing may belong to class organizations and the Association of Nursing Students.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Nursing if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capabilities as a nurse.

The Bachelor of Science in Nursing Program

Objectives of The Baccalaureate Nursing Program

Upon completion of the Baccalaureate Nursing Program, the graduate will be able to:

1. Utilize the nursing process to provide comprehensive service that promotes and maintains the health of clients.
2. Evaluate theoretical and empirical knowledge from the physical, biological and behavioral sciences, and the humanities for nursing practice.
3. Utilize nursing theory as the basis for making nursing practice decisions.
4. Evaluate research for application to nursing theory and practice.
5. Evaluate the outcome of health education to clients.
6. Collaborate with relevant publics and members of the health team to provide and evaluate health care delivery.

7. Enact nursing roles based upon the analysis of societal forces affecting health and nursing.
8. Demonstrate responsibility with accountability for nursing practice.
9. Participate in activities for continued personal and professional development.
10. Demonstrate leadership in professional nursing practice and as a member of the community.

Admission Criteria: BSN Program

Scholastic Aptitude Test scores.
Cumulative GPA, with some preference given for outstanding grades in courses supportive to nursing.
Completion of any prerequisite course work.
Preference to Georgia residents.
Personal interview, if requested by the School.
References.
Minimum age of 16 years to enter freshman class as required by Georgia Board of Nursing.
High School graduation or its equivalent is required.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Application for each entering student must be filed (including all transcripts and other admission requirements) by April 1 for the Fall Quarter admission. Early application is encouraged.

Transcripts from all high schools, colleges, or other higher educational institutions are part of the application and are necessary to determine admission eligibility. CEEB-SAT scores must be submitted and should either be requested from Educational Testing Service or should appear on the student's college transcript for undergraduate applicants.

All completed applications received before the stated deadlines are given careful consideration; however, not all applicants are admitted.

Non-Degree Applicants

A student seeking to enroll for nursing courses as a special student, non-degree seeking, should contact the Office of Academic Admissions for additional information and an application.

Transfer Credit

Only courses with a grade of C or better will be accepted for transfer into the BSN program. Any credit which is more than ten years old or from unaccredited institutions is subject to validation to the satisfaction of the faculty. Information regarding the options for this validation may be obtained from the School of Nursing, Office of Advisement and Records. Applicants transferring general education credit not earned in a unit of the University System of Georgia are required to meet the general requirements of the Core Curriculum of the University System of Georgia.

School policy permits completion of certain subject exams offered through the College Level Examination Program (CLEP) to be accepted for credit in the core curriculum.

Transfer Information for RN Applicants

Registered Nurse students, graduating from an associate degree nursing program or diploma nursing program, will be eligible to transfer into the BSN program in the fall after taking the State Board Test Pool Examination. These students will enroll for general education courses to complete the 75 quarter hours of required core curriculum; they will then have opportunities for advanced placement in the BSN program according to performance on challenge examinations in selected junior level nursing courses. Information about nursing challenge examinations may be obtained from the School of Nursing.

University System and Legislative Examination Requirements

All undergraduate students are required to meet Board of Regents and Legislative examination requirements. These exams include the Regents Testing Program Examination, and the examinations on the Georgia Constitution and history and the U.S. Constitution and history. Details regarding these required exams are published in the MCG general information section of this Catalog and should be carefully read and understood by all applicants. CLEP exams do not meet these requirements.

Core Curriculum Requirements

All bachelors degree students must complete at least 90 quarter hours of core curriculum (or general education) courses in accordance with Board of Regents requirements. The core curriculum for School of Nursing students is presented below by area:

Area I — Humanities	Quarter Hours
*English composition I	5
*English composition II	5
Humanities elective	5
Humanities elective	5
Total	20

Area II — Mathematics and Natural Science	
*General chemistry with lab	5
*General biology with lab	5
*Sequential chemistry or biology with lab	5
*College algebra/college mathematics	5
Total	20

Area III — Social Sciences-History	
American history	5
American government	5
*Introductory sociology	5
*Introductory psychology	5
Total	20

Area IV — Courses Supportive to Nursing	
*Human growth & development	5
*Human anatomy	5
*Human physiology	5
Natural science elective	5
*Advanced psychology or sociology	5
*Microbiology	5
Total	30
Total core curriculum	90

*See comment in section for students transferring into the program as Juniors.

Meeting Core Curriculum Requirements

The core curriculum requirements are met by entering freshmen, transfer sophomores or transfer juniors as shown below:

Students Entering As Freshmen

The entire core curriculum requirement will be satisfied while enrolled as a School of Nursing student. These core curriculum courses will be taken at Augusta College or the University of Georgia depending upon the campus (Augusta or Athens) where the student is accepted. The student enrolls for the courses through the Medical College in accordance with MCG registration procedures, and not by direct enrollment with the offering institution.

Students Transferring Into The Program As Sophomores

In order to transfer in as a sophomore, a student should have completed 45 quarter hours of core curriculum prior to transfer, including the following courses:

	Quarter Hours
English composition I & II	10
College math or algebra	5
Introductory psychology	5
Introductory sociology	5
General chemistry with lab	5
General biology with lab	5
Sequential chemistry or biology with lab	5
An additional 5 quarter hours from the following: American history, American government, humanities elective, natural science elective	5
Total	45

Students Transferring Into The Program As Juniors

Students applying to enter as transfer students who have completed at least 75 quarter hours of the core curriculum requirements, **including all courses marked with asterisks,** may be considered for admission with junior class standing.

Bachelor of Science in Nursing Curriculum

The baccalaureate curriculum plan specifies required courses and sequence in each of the four years of the BSN program. Students may complete all requirements for the BSN degree while enrolled as an MCG nursing student in Augusta or Athens, or they may transfer in after one or two years of general preparatory work elsewhere. A minimum of 45 quarter hours of nursing course work must be earned in residence. There is one curriculum plan, with the same nursing course numbers, titles and descriptions for all MCG nursing students in the baccalaureate program. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts, sciences and the humanities.

During the freshman year, students enroll in the general education courses (core curriculum) at either Augusta College or the University of Georgia, depending upon the campus (Augusta or Athens) to which the student is accepted.

All undergraduate nursing students take the courses listed below, in addition to the general education core requirements, to complete the BSN degree requirements. The nursing courses

are taken in sequence beginning the junior year. In the junior and senior years, students will concentrate study in nursing theory and practice and continue study in general education.

NSG 322	Nursing Process	5
NSG 333	Mental Health- Psychiatric Nursing I	5
NSG 349	Introduction to Family Nursing	5
NSG 334	Mental Health-Psychiatric Nursing II	5
NSG	Nursing Elective	5
NSG 345	Adult Nursing I	5
NSG 490	Introduction to Clinical Nursing Research	5
NSG 351	Family Nursing I	5
NSG 346	Adult Nursing II	5
NSG 417	Community Nursing I	5
NSG 453	Trends in Nursing	5
NSG 347	Adult Nursing III	5
NSG 352	Family Nursing II	5
NSG 419	Community Nursing II	5
NSG	Nursing Elective	5
NSG 489	Leadership and Management in Health Care	5
NSG 494	Practicum in Professional Nursing	10
	Total	90

Academic Eligibility and Promotion Standards

Students in the baccalaureate nursing program must attain a cumulative GPA of 2.0 in all residence work to enter the senior year. A grade of "C" or better is required in all undergraduate nursing courses (designed NSG).

Taking the National League for Nursing baccalaureate level achievement tests are promotion and BSN graduation requirements. Information and policy regarding these tests will be posted in the School of Nursing.

See the Academic Probation, Suspension and Dismissal Policy in the General Information section of this Catalog for MCG policy in these areas.

See Non-Academic Exclusion in the School of Nursing, general information section, for school policy in this area.

Dean's List and Honors

Qualifying undergraduate students may be designated for Dean's List and/or graduation with honors. Qualifications are stated in the MCG General Information section of this Catalog.

BSN Graduation Requirements

In addition to the undergraduate graduation requirements specified in the MCG General Information section of this Catalog, the following requirements have been established for the BSN degree:

1. A grade of C or better for all undergraduate courses designated as NSG.
2. A MCG cumulative grade point average of 2.0 for all courses in residence.
3. Completion of the NLN Baccalaureate level achievement examination at a satisfactory level.
4. Completion of at least 45 quarter hours in residence.

The Master of Science in Nursing Program

The graduate program leading to the degree of Master of Science in Nursing is built on the content of the Baccalaureate Program in Nursing. In turn, the curriculum of the master's program is designed to provide a foundation for doctoral study in nursing.

Inherent in the philosophy of the School of Nursing is the belief that nurses prepared at the level of a master's degree in nursing will be able to integrate specialized clinical competencies in a selected functional role. Graduates are expected to assume leadership roles congruent with changing needs and expectations of society for health care. Such nurse leaders require specific preparation to conduct studies assessing health care needs and to design programs to improve health services. Therefore, the graduate curriculum builds on a core of content in nursing and health related theory and research.

Emphasis is placed on developing the ability to make theory-based and research-based decisions. The theoretical basis for nursing draws on relevant theories from basic sciences and from the body of increasing knowledge which is nursing. Using such a theory and research base, students are assisted in finding ways of identifying alternatives with which to make nursing decisions.

Graduates are expected, as nurse leaders, to create and interpret new roles, and to influence the nature of existing health care service. Therefore, students are prepared to advance and extend nursing knowledge and competencies through the discovery and development of more comprehensive and useful concepts and principles.

Specific Purposes of the Graduate Program

The purposes of the graduate program are to prepare graduates of baccalaureate nursing programs for advanced nursing practice with

1. expertise in an area of clinical nursing practice,
2. competencies in the leadership role as educator, administrator, or clinical specialist,
3. competencies in the use of the research process in solving clinical practice problems and in advancing knowledge,
4. foundation for entry into doctoral study.

Objectives of the Masters Nursing Program

Upon completion of the program, the student will be able to:

1. Develop, articulate, and apply a personal philosophy of nursing consistent with the theoretical foundations of the selected clinical and functional roles.
2. Integrate specialized clinical competencies with functional role competencies.
3. Investigate and test theories in order to validate their applicability to the practice of nursing.
4. Analyze, evaluate, and synthesize empirical knowledge from the sciences and humanities for its application to the practice of nursing.
5. Evaluate and apply systematically selected research findings to the practice of nursing.
6. Identify researchable nursing problems, generate hypotheses, and conduct research studies.
7. Assume a leadership role in identifying and resolving ethical issues which have an actual or potential impact on nursing/health care.
8. Collaborate with health care providers and consumers to design and initiate strategies to influence the nature of health care services.
9. Communicate knowledge and caring in planning with clients for health care, using specialized knowledge of development, adaptation, and learning.
10. Create and interpret roles as demanded by the evolving health care needs of society.
11. Acquire on a continuing basis knowledge requisite to maintaining and enhancing expertise.

Admission Criteria

1. A Bachelor of Science in Nursing degree with an upper division major in Nursing.
2. A cumulative GPA of 2.80 or higher on a 4.0 scale in the baccalaureate program, or other evidence of academic ability.
3. Graduate Record Examination Aptitude Test results recorded in the Medical College of Georgia Office of Academic Admissions.
4. Minimum of one year of experience as a Registered Nurse. Applicants choosing the Parent-Child Major must have a minimum of one year of clinical experience as a Registered Nurse in Parent-Child Nursing before enrollment; the requirement may be waived in special circumstances.
5. Evidence of current professional nurse licensure; evidence of Georgia licensure prior to enrollment.
6. Three letters of recommendation from employers, educators, or professional colleagues closely associated with the applicant's nursing experience and attesting to professional competence.
7. A personal interview with the chairperson or designated faculty member(s) in the department of the selected major.
8. Evidence of satisfactory completion of a course in **Statistics** (graduate or undergraduate credit).
9. Evidence of satisfactory completion of a course in **Health Assessment** (graduate or undergraduate credit or equivalent).

Applications to the Graduate Program in Nursing are reviewed by the School of Nursing Committee on Admissions as well as by faculty in the student's major (clinical) area of concentration.

Curriculum

Clinical majors are offered in the areas of **Adult Nursing, Parent-Child Nursing** and **Mental Health-Psychiatric Nursing, and Nursing Administration.** In addition, the student selects an area of role development in **Administration, Teaching,** or **Clinical Specialization.**

The student may elect general education or cognate courses which are supportive of the clinical and functional components.

Those students with a special interest in research methods or computer applications have the opportunity to develop expertise through judicious use of their electives and in the required research courses.

The curriculum is designed to provide flexibility in meeting the individual needs of students while maintaining a sound academic base. Each sequence of courses in the major clinical concentration and area of functional role development will stress the theory and practice of nursing, the contemporary role of the nurse in the delivery and evaluation of health care, and the client advocacy role of the professional nurse. Each student is urged to explore educational and professional goals with the major faculty advisor, and to maintain close liaison with faculty members to

promote a dynamic interchange throughout the program.

Seventy-five quarter hours of credit, or 15 hours of full-time study for 5 quarters, are required to complete the program leading to the Master of Science in Nursing. Degree requirements must be met within five years following the initial enrollment.

The curriculum has five distinct components: (1) the common core sequence of courses, (2) the clinical major sequence, (3) the functional or role development sequence, (4) the electives, and (5) the application of the research process.

1. **Common Core Courses:**
   Three courses, or fifteen quarter credit hours, provide a common foundation for all students in theory and research. Students from diverse backgrounds clarify and focus their expectations of the graduate program in these courses. A sound theory and research base assists students to study nursing problems in any clinical specialty and functional role sequence with concern for gathering data and designing approaches to improve health services.
2. **Courses in the Chosen Clinical Concentration of Major:**
   Four courses, or twenty quarter hours, are provided in the areas of Adult Nursing, Parent-Child Nursing, or Psychiatric-Mental Health Nursing. Laboratory experience is part of each clinical course and provides the opportunity to apply concepts and theories to client-care situations. The major in Nursing Administration provides five courses, or twenty-five quarter hours, in addition to two practicums.
3. **Functional or Role Development Courses:**
   Two or three courses (fifteen quarter hours) are provided to assist the student to develop competencies in teaching, administration, or clinical specialization.
4. **Electives:**
   Three courses (fifteen quarter hours) may be selected from general education or nursing courses to supplement and support knowledge and competencies gained in the required nursing courses. Certain cognate courses may be required by some departments to enhance the content of the major concentration.
5. **Application of the Research Process:**
   Ten quarter hours are required for the completion of the research component which builds on the competencies developed in the core courses. Students are encouraged to take Inferential Statistics as an elective if they plan to conduct a thesis (10 quarter hours credit). The non-thesis option consists of an investigative project (5 quarter hours credit) and one research-related course (5 quarter hours credit), in addition to the core course in Nursing Research. The thesis option (10 quarter hours credit) is utilized when the student desires to investigate a research project utilizing a theoretical or conceptual framework to guide in the collection and analysis of data.

Academic Standards and Progression

Graduate students in the School of Nursing are expected to attain a GPA of 3.0 (B average) by the end of 30 quarter hours and maintain this GPA for the remainder of the Graduate Program. Continuation in the program will not be permitted for students who earn more than two (2) C grades in the major concentration. Specific academic policies will be provided during orientation, along with a Graduate Student Handbook.

Whenever any student falls below the specified average, the student shall be on academic probation and subject to suspension. Information about academic assistance, counseling, and appeal procedures is available in the Office of the Dean and Associate Dean for the Graduate Program.

See the School of Nursing general information section for information on non-academic exclusion.

Admission to candidacy for the degree, Master of Science in Nursing, is considered upon completion of 30 credits in residence at MCG. The degree is awarded upon recommendation of the faculty after completion of all requirements.

Transfer Credit to Graduate Program

Transfer credit can be obtained for graduate level courses taken elsewhere in the United States if such courses have not counted toward another degree. Normally, a maximum of 20 quarter hours or 12 semester hours may be transferred from another accredited institution to count toward the 75 quarter credits currently required in the Graduate Program in Nursing at the Medical College of Georgia.

There can be no assurance that the maximum number of credits will be transferred in every instance. The courses for which transfer credit is requested must be those which are relevant to the objectives of the current master's program and will be evaluated at the time of enrollment. Any student planning to take courses with the expectation of later transfer to Medical College of Georgia should do so only with advisement from the appropriate Department Chairperson or the Associate Dean for the Graduate Program. Graduate course credits proposed for transfer must have been earned no longer than 5 years prior to enrollment in MCG's Graduate Program.

Graduate Requirements

Candidates for the M.S.N. degree must meet the following requirements to qualify for graduation:

1. Satisfactory completion of a minimum of 75 quarter hours of approved coursework.
2. Overall grade point average of 3.00 or better in the graduate program, with no more than two (2) grades of C in the major concentration.
3. Recommendation by the faculty for graduation.

Course Descriptions

Hours shown are lecture-lab-credit hours.

Adult Nursing

G. Clayton, Chairman; L. Ault; C. Baecher; M. Brandon; L. Burrell; S. Butler; M. Chew; D. Fair; J. Flannery; N. Ingram; L. Jowers; P. Lillis; P. Moss; M. Sacksteder; B. Simon; E. Tatro; L. Taylor.

NSG 322. Nursing Process. (4-3-5 hours)
Introduction to nursing as a professional practice discipline concerned with the health of man in his society. Emphasis is focused on use of the nursing process in assessment and intervention procedures for health promotion and health maintenance of clients. Selected theories of nursing, adaptation and development are stressed for nursing application.

NSG 345. Adult Nursing I. (4-3-5 hours)
Prerequisite: NSG 322
A study of the concepts of health and adaptation in adult clients. Students utilize the nursing process in the care of selected adult clients in the acute care setting.

NSG 346. Adult Nursing II. (4-3-5 hours)
Prerequisites: Human Anatomy and Physiology
NSG 333, NSG 349, NSG 345
Students demonstrate the use of the nursing process in the care of adult clients with a variety of health problems in acute care settings. Concepts of adaptation and health that occur throughout differing adult developmental stages are studied.

NSG 347. Adult Nursing III. (2-9-5 hours)
Prerequisite: NSG 346
Continued study of the concepts of health and adaptation that occur throughout differing adult developmental stages. Students utilize the nursing process in the care of groups of adult clients with multiple health problems.

NSG 401. Critical Care Nursing (Elective) (3-6-5 hours)
Prerequisite: NSG 346 and permission of instructor
This course focuses on critical care nursing in acute medical and surgical crises; content relative to common acute stressors, adaptive mechanisms of patients and the role of the nurse in working with critically ill patients and their families is emphasized in class and clinical activities.

NSG 407. Operating Room/Post Anesthesia Recovery Room Nursing (Elective) (2-9-5 hours)
Prerequisites: Senior standing and permission of instructor
The study of nursing care of clients and family/significant others during the peri-operative period. Clinical experiences provided in the operative suite and post-anesthesia recovery room focus on health team interaction with the surgical client at various developmental stages.

NSG 605. Pathophysiology for Nursing Practice. (4-2-5 hours)
Prerequisite: Recommend Physiology course in the past 5 years
Human responses to stressors and the resulting protective, local and systemic adaptations in individuals are studied. Causative mechanisms of disease and broad aspects of disease manifestation are emphasized.

NSG 701. Nursing of Acutely Ill Adult. (3-4-5 hours)
Prerequisite: NSG 730
Experience in using the nursing process for bio-psychosocial and developmental assessment of clients with acute health problems frequently encountered by adults. Emphasis is placed upon use of the derived data base to formulate nursing diagnoses; prevent, reduce or eliminate operant stressor; and enhance modes of adaptation.

NSG 702. Nursing of the Chronically Ill Adult. (3-4-5 hours)
Prerequisite: NSG 701
A continuation of NSG 701 with experience in caring for adults with chronic health problems.

NSG 705. Clinical Specialist Practicum in Adult Nursing. (3-16-10 hours)
Prerequisites: NSG 701, NSG 702, NSG 734
This course is designed to assist the student to synthesize the knowledge and experiences gained in the preceding courses in the major by implementing and evaluating a role as a clinical specialist in a setting of choice.

NSG 801. Special Topics in Adult Nursing. (3-4-5 hours)
Prerequisites: NSG 701, NSG 702
A course in which nursing care in a selected subspecialty of the health care of adult clients is analyzed. Students will gain experience in a variety of settings with clients who are experiencing actual or potential threats to health.

Community Health Nursing

J. Goldstein, Chairman; B. Anderson; J. Cole; A. Demi; J. Valerie King; M. Miller; N. Ngo; A. Schorfheide; P. Shulko; E. White.

NSG 304. Principles of Nutrition. (3-0-3 hours or 5-0-5 hours)
Prerequisite: Junior standing
Elective
A study of the basic principles of nutrition and their

application to the quality of an individual's health throughout the life span.

NSG 324. Nursing in Human Loss and Grieving. (3-0-3 hours)
Prerequisite: Junior standing: elective
Study of the conceptual models of loss, grief, death, and dying and their application in the nurse/client and group interactions. Emphasis is placed on the theories of caring, development, adaptation, and ethics in nursing interventions with these clients.

NSG 326. Nursing in Human Sexuality. (5-0-5 hours)
Prerequisites: NSG 322 and at least one other clinical nursing course: elective
The study of biological and cultural determinants of sexual behavior. Health issues and value systems related to sex and sexual relationships are studied in relation to their effects on and implications for professional nursing practice. Reviewing each psychosexual stage of development, the sexual needs and adaptive problems are identified, and the various nursing interventions are examined. Emphasis is placed on the development of communication skills, methods of reducing anxiety, and methods of sex education as professional nursing roles.

NSG 417. Community Health Nursing I. (3-6-5 hours)
Prerequisites: NSG 322, NSG 333, and NSG 349
This course involves a study of the background, new developments, issues and trends in health care delivery at local, state, and national levels. The objectives, sponsorship and requirements of major health programs are considered. Emphasis is placed on financing, organizing and delivery of health services. The course includes a survey of the community's attempts to meet its major health problems and an introduction to epidemiology and biostatistics.

NSG 419. Community Health Nursing II. (3-6-5 hours)
Prerequisites: All 300 level courses
An in-depth study of the delivery of care to families and groups of clients with emphasis on prevention and health maintenance. Assessment, interviewing, and teaching skills are stressed in determining the nursing intervention strategies to promote and maintain the health of families and groups of clients in the community. Interdisciplinary approaches to health services for clients and the community are emphasized.

NSG 421. Occupational Health Nursing. (4-3-5 hours)
Prerequisite: Senior standing: elective
Application of the nursing process for the purpose of conserving, promoting and restoring the health of individuals and groups through their place of employment. Includes the social and health characteristics of the working population, legal aspects, and functions and organization of occupational health programs at the plant, state, and federal levels. Environmental factors and federal standards are included.

NSG 454. Ethical Considerations in Health Care (Open). (3-0-3 hours)
Prerequisites: Senior standing: elective
An introduction to bioethics and critical thinking applied to health care. Emphasis is placed on consideration of collegial relationships and the practice of ethical decision making in case studies in biomedical situations.

NSG 494. Practicum in Professional Nursing. (2-24-10 hours)
Intensive practice in the analysis, synthesis and application to practice of the knowledge, skills and attitudes of professional nurses. Students practice the leadership role of professional nurse in assessment, planning, implementing and evaluating nursing care with clients. This course is open only to students in the final quarter of the senior year.

Maternal Child Nursing

C. Glanville, Acting Chairman; P. Akery; M. Broome; M. Buley; S. Dale; S. Hobbs; V. Kemp; C. Kennell; M. McDermott; B. Ponder; J. Sisk; D. Weir.

NSG 349. Introduction to Family Nursing. (4-3-5 hours)
An introduction to Family Centered Nursing with emphasis on meeting the health needs of the well family in the childbearing and childrearing years. Students are provided the opportunity to relate previous academic experiences to the study and use of theories and principles related to Family Health Care.

NSG 351. Family Nursing I. (3-6-5 hours)
This course focuses on the concepts of the levels of wellness and deviations from wellness of childbearing as involving the entire family unit. Emphasis is placed on the psychosocial, physical, sociological and cultural developmental principles which aid the professional nurse in formulating, analyzing, and evaluating a family care program.

NSG 352. Family Nursing II. (3-6-5 hours)
This course focuses on the concepts of levels of wellness and deviations from wellness during the childrearing years. The role of the Nurse in Caring for Childrearing families will be stressed. Emphasis will be placed on utlizing the nursing process to meet individual and family needs.

NSG 354. Nursing in the Childbearing Family (Elective) (2-9-5 hours)
This course will focus on the maternity cycle and the family. The student will have the opportunity to gain clinical experience within the chosen component of the childbearing cycle.

NSG 355. Nursing in the Childrearing Family (Elective) (2-9-5 hours)
This course will focus on the childrearing period of the family. The student will have the opportunity to gain clinical experience within the chosen component of the childrearing cycle.

NSG 750. Conceptual Basis for Parent-Child Nursing (5-0-5 hours)
Prerequisite or Co-requisite: NSG 730, NSG 732
This course provides the conceptual foundation for

all courses in the Parent-Child Nursing Major. It introduces the graduate student to conceptualization as a critical behavior of advanced nursing practice. The concepts in the course were selected to best exemplify the biophysiologic, psychosocial, and cultural forces influencing childbearing, preparation for parenting roles, and childrearing.

NSG 751. The Childbearing Family I. (3-4-5 hours)
Prerequisite: NSG 750
Co-requisite: NSG 730, NSG 732
This course provides the graduate student opportunity to acquire, validate, and extend knowledge through clinical practice in promoting optimal health of families in maturational crisis of childbearing. Promotion of family health through individual nursing practice and through change in the health care delivery system is the focus. Students will test and modify through practice conceptual frameworks developed in NSG 750.

NSG 752. Childbearing Family II (3-4-5 hours)
Prerequisite: NSG 751
The purpoce of this course is to advance the students theoretical and empirical knowledge to promote optimal health of the high-risk maternal and infant clients and their families. Students will focus on situational stressors which compound maturational crises of the high-risk family.

NSG 753. The Childrearing Family I. (3-4-5 hours)
Prerequisite: NSG 750
Prerequisite or corequisite: NSG 730, NSG 732
This course is designed to provide the student with the indepth knowledge and skill requisite for the nursing of well children and their families. The focus of the course is on utilizing theories of nursing, adaptation, role and development to assist children and families to deal effectively with developmental crises.

NSG 754. The Childrearing Family II. (3-4-5 hours)
Prerequisite: NSG 753
This course is designed to provide the student with an indepth knowledge of the nursing of children and their families experiencing a situational crisis. The focus of the course is on utilizing theories of nursing, development, adaptation, and empirical knowledge from the biological and behavioral sciences to assist the child and family to adapt to the presenting crisis and promote their growth as a system.

NSG 755. Provision and Delivery of Health Care Services to Childbearing and Childrearing Families. (3-4-5 hours)
Prerequisites: NSG 752, or NSG 754
This course focuses on the child bearing and childrearing families within the health care delivery system. Using a systems model, emphasis is placed on assessing, analyzing, and evaluating the health care system.

NSG 759. Clinical Specialist Practicum in Maternal-Child Nursing. (2-16-10 hours)
Prerequisites: NSG 734, NSG 752, NSG 754
This course is designed to assist the students in-applying the knowledge and experience gained in preceding courses to the implementation and evaluation of a role as clinical specialist in a selected setting.

Mental Health-Psychiatric Nursing

J. Sundberg, Acting Chairman; J. Graves; H. Gugino; B. Hamm; M. Rogers; L. Ryan; P. Smith.

NSG 333. Mental Health-Psychiatric Nursing I. (4-3-5 hours)
This is the first of two courses which concentrates on the study of client behaviors resulting from developmental and situational stress. The focus is on the maintenance of mental health by assisting the client in learning more effective adaptive behaviors. Students will be exposed to a variety of communication theories and techniques. The students will be assisted to choose the techniques most compatible with their individual personalities. Specific nursing behaviors, including the application of the nursing process, are acquired to enable the nursing student to meet the needs of the client.

NSG 334. Mental Health-Psychiatric Nursing II. (3-6-5 hours)
This is the second of two courses which concentrate on the study of client behaviors resulting from developmental and situational stress. The course focuses on the psychopathological conditions and the restoration of appropriate adaptive functioning. The students will use the nursing process to plan, implement, and evaluate nursing interventions specific to clients experiencing emotional stress.

NSG 305. The Creative Process (Open) (3-0-3 hours) OR (5-0-5 hours)
The focus of this course is on the human potential for learning and adaptation, by use of the creative process. The student will be directed through a set of twelve modules in order to increase or initiate the development of creative competencies and strategies when faced with a situation or problem in health care.

NSG 380. Applied Group Dynamics. (Open) (4-3-5 hours)
This course is designed to enable undergraduate nursing students, using previous academic and personal experiences, to build a basic framework for the study, analysis, and use of the theories and principles of group behavior.

NSG 720. Mental Health-Psychiatric Nursing and the Individual Client. (3-4-5 hours)
The focus of the course is on various theories of psychotherapy. There is concurrent clinical application of theory in selected settings.

NSG 721. Mental Health-Psychiatric Nurse as a Group Therapist. (3-4-5 hours)
Prerequisite: NSG 720
This course explores advanced theories of psychopathology and broadens the knowledge and skills in group therapy. There is concurrent clinical application of group theory in selected settings.

NSG 723. Practicum: Clinical Specialization Mental Health-Psychiatric Nursing. (2-16-10 hours)
Prerequisites: NSG 721, NSG 734
The course is designed to assist students in applying

the knowledge and experience gained in preceding courses by allowing him to design, implement, and evaluate a role as clinical specialist in a selected setting.

NSG 724. Mental Health-Psychiatric Nurse as a Family Therapist. (3-4-5 hours)
Prerequisite: NSG 723

Emphasis in this course will be the roles of the nurse as therapist. Theories of family therapy, consultation and supervision will provide the opportunity to practice advanced skills essential in independent and interdependent practice in the role of nurse therapist.

NSG 725. Advanced Clinical Application of Mental Health-Psychiatric Nursing Principles. (2-6-5 hours)
Prerequisite: NSG 724 or consent of Instructor

The purpose of the course is to provide the opportunity for students to synthesize knowledge and skills in mental health-psychiatric nursing. The student will choose an area of interest, formulate objectives, identify and apply theoretical and empirical knowledge needed for practice.

EDU 621. Group Dynamics.
(Open) (4-2-5 hours)

An experiential group course utilizing didactic material and participation in group exercises. (See General Programs section.)

Nursing Administration

N. Chaska, Chairman;

NSG 453. Nursing Trends. (5-0-5 hours)

An analysis of the trends and current problems in nursing education programs and their relevance to the practice of professional nursing.

NSG 489. Principles of Leadership and Management in Health Care. (5-0-5 hours)

Introductory course to leadership and management principles and concepts applied to nursing. Focus of the course is on the leadership role of the professional nurse in directing the management of patient care.

NSG 490. Introduction to Clinical Nursing Research. (5-0-5 hours)

Analysis of selected clinical nursing research studies including criteria of significance and methodology; evaluation of research findings for applicability in nursing theory and practice. Report of a selected research problem in nursing practice.

NSG 760. Theory of Administration. (5-0-5)
Prerequisites or Co-requisites: NSG 730

This course provides an opportunity to analyze various management theories and to evaluate their applicability to nursing administration practice. Various models are also evaluated for the delivery of health care. The social setting in which nursing administration is practiced is examined.

NSG 761. Organizational Behavior. (5-0-5)
Prerequisites or Co-requisites: NSG 730, NSG 737, Nsg 760* (*administrastion majors)

This course is designed to focus on theories and concepts of individual and group behavior in relation to management behavior, behavior in organizations and organizational structure. Patterns of behavior as determinants of organizational effectiveness are compared. Synthesis of behavioral theory within the role of nursing care facilitator is emphasized.

NSG 762. Management of Human Resources in Health Agencies. (5-0-5)
Prerequisites or Co-requisites: NSG 730, NSG 737, NSG 760, NSG 761 Preferred

This course focuses on theories of personnel management, wage and salary administration and labor management relations, and the effective use of human resources. Staffing as a function, recruitment, and personnel evaluation are included. Issues in the utilization of human resources are addressed.

NSG 763. Role Practicum: Programming for Quality Assurance. (2-8-4)
Prerequisites or Co-requisites: NSG 730, NSG 737, NSG 760, NSG 761, NSG 762

This course is a focused practicum which provides experience in analyzing the need for and programming for quality assurance in the Department of Nursing. Methods for assuring quality nursing care will be explored.

NSG 764. Role Practicum: Nursing Administration. (3-12-6)
Prerequisites or Co-requisites: Administration majors are to have completed all of the core and required courses

This course focuses on the application of management principles for the delivery of health care. The guided practicum capitalizes on the learning needs of the student to complete the structured learning and experiences in the nursing administration major. Various components of the role and functions of the nursing administrator are discussed in the seminar setting. Seminars also include discussions on current issues, trends, and research in health care delivery.

HS 645 and HS 625 listed under Program in Health Systems and Informations Sciences are also required courses in the Nursing Administration Major.

Courses Required of all Graduate Students

NSG 730. Nursing Theory. (5-0-5 hours)

The course deals with theory and its application to nursing, starting with the premise that the method of inquire is common to all scholarly disciplines. Selected theories, conceptual frameworks, and hypotheses are studied for their utilization or potential ability in nursing practice.

NSG 737. Introduction to Nursing Research. (5-0-5 hours)
Prerequisite: Introductory Statistics

The course involves the systematic study of the research process and methodologies appropriate to nursing. Emphasis is on the process of developing and conducting research in nursing including: the scientific method of inquiry, ethical considerations, definition and statement of a research problem, conceptual frameworks, and formulation of hypotheses. Students

are introduced to concepts and terminology relevant to research design and methodologies, data collection, data analysis and reporting of results. Activities which contribute to the enhancement of learning the reseach process are utilized.

NSG 738. Advanced Methods in Nursing Research. (4-2-5 hours)
Prerequisites: NSG 730, NSG 732 or NSG 737

The course further examines the research process and methodologies applicable to nursing. Emphasis is on research design and methodologies, data collection methods, data analysis, including inferential statistics, and interpretation of findings. Activities which contribute to in-depth learning of research methods are utilized.

NSG 921. Investigative Project (guided Elective within the Research Component) (5-0-5 hours)
Prerequisite: Admission to Candidacy

In the investigation of a problem, the option is one of three methods: problem solving, research process or case study. Problem solving projects include an extensive review from the literature. Research process projects may be conducted individually or as a group of two persons. Single person research projects include all steps of the research process except collection and analysis of data. Methods are proposed. Group research projects include limited data collection and analysis from a single unit. A rationale substitute for a theoretical or conceptual framework in research projects.

NSG 930. Research — Thesis (Guided Elective Within the Research Component) (Variable Credit, up to 10 hours)
Prerequisite: Admission to Candidacy

The entire research process is utilized to investigate a research question including a theoretical or conceptual framework and data collection. A standard written format for reporting of finding is followed.

Nursing Electives

NSG 399. Independent Study. (Variable Credit)

NSG 910. Independent Study. (Variable Credit)

Enables the student to pursue in depth (e.g. via the literature) a topic relevant to his or her major area of concentration and interest. A paper or project is completed in a scholarly format.

Courses Required for the Role Development Sequence in Teaching

EDU 700. Curriculum and Instruction in Higher Education. (5-0-5 hours)
(See General Programs Section)*

EDU 701. Methods of Evaluation in Higher Education. (5-0-5 hours)
(See General Programs Section)

NSG 736. Teaching Strategies. (3-4-5 hours)
Prerequisites: EDU 700, EDU 701, and Departmental Requirements

The course is designed to assist the student in synthesizing a philosophy of teaching/learning, implemented by the use of selected teaching strategies in a variety of settings. The course facilitates the student's exploration of the role of the nurse educator. The supervised teaching experiences, an integral part of the course, are selected to achieve the student's learning goals.

*Many courses which may be suitable as electives or support courses in the Graduate Program are described in the General Programs Section.

Courses Required for the Role Development Sequence in Clinical Specialization

NSG 734. The Role of the Clinical Nurse Specialist. (3-4-5 hours)
Prerequisites: NSG 730, NSG 732, and Department Requirements.

The student analyzes the role of the clinical nurse specialist. With faculty guidance, the student designs a role as a specialist for a selected setting. Critical content includes components of the role, forces which influence the role and strategies that operationalize the role. The clinical component consists of observation and data collection for the role analysis.

NSG 705. Clinical Specialist Practicum in Adult Nursing. (2-16-10 hours)
(See Section in Adult Nursing)

or

NSG 759. Clinical Specialist Practicum in Parent-Child Nursing (2-16-10 hours)
(See Parent-Child Section)

or

NSG 723. Clinical Spcialist Practicum in Mental Health-Psychiatric Nursing. (2-16-10 hours)
(See Mental Health-Psychiatric Nursing Section)

See the General Programs Section of the **Catalog** for additional courses which may be suitable as electives in the Graduate Program.

APPENDIXES

Appendix A

Members of the Board of Regents

		Current Term Expires
Rufus B. Coody, Vienna	State-at-Large	1983
Marie W. Dodd, Roswell	State-at-Large	1988
Jesse Hill, Jr., Atlanta	State-at-Large	1985
O. Torbitt Ivey, Jr., Augusta	State-at-Large	1984
John E. Skandalakis, Atlanta	State-at-Large	1988
Erwin A. Friedman, Savannah	First District	1983
William T. Divine, Jr., Albany	Second District	1982
John H. Robinson, III, Americus	Third District	1986
Scott Candler, Jr., Decatur	Fourth District	1984
Elridge W. McMillan, Atlanta	Fifth District	1982
Lamar R. Plunkett, Bowdon	Sixth District	1985
Lloyd L. Summer, Jr., Rome	Seventh District	1987
Thomas H. Frier, Sr., Douglas	Eighth District	1985
Sidney O. Smith, Jr., Gainesville	Ninth District	1987
Julius F. Bishop, Athens	Tenth District	1986

Officers and Staff Members of the Board of Regents

Marie W. Dodd, Chairperson*
O. Torbitt Ivey, Jr., Vice Chairman*
Vernon Crawford, Chancellor*
H. Dean Propst, Vice Chancellor*
Henry G. Neal, Executive Secretary*
Shealy E. McCoy, Vice Chancellor — Fiscal Affairs and Treasurer*
Frank C. Dunham, Vice Chancellor — Facilities
Mario J. Goglia, Vice Chancellor — Research
Robert M. Joiner, Vice Chancellor — Public Relations and Information Services
Howard Jordan, Jr., Vice Chancellor — Services
Thomas F. McDonald, Vice Chancellor — Student Services
Harry B. O'Rear, Vice Chancellor — Health Affairs
Haskin R. Pounds, Vice Chancellor — Planning
Robert J. Cannon, Assistant Vice-Chancellor — Affirmative Action
James L. Carmon, Assistant Vice Chancellor — Computer Systems
Wanda K. Cheek, Assistant Vice Chancellor — Planning
Gordon M. Funk, Assistant Vice Chancellor — Fiscal Affairs — Accounting Systems and Procedures
Mary Ann Hickman, Assistant Vice Chancellor — Academic Development
H. Guy Jenkins, Jr., Assistant Vice Chancellor — Facilities
Thomas E. Mann, Assistant Vice Chancellor — Facilities
Roger Mosshart, Assistant Vice Chancellor — Fiscal Affairs — Budgets
Charles R. Sanders, Assistant Vice Chancellor — Planning
Jacob H. Wamsley, Assistant Vice Chancellor — Fiscal Affairs

*Officers of the Board

Appendix B

Administration

President
William H. Moretz

Provost
Lois T. Ellison

Vice-President and Treasurer
James A. Blissit

Dean, School of Allied Health Sciences
Raymond C. Bard

Dean, School of Dentistry
Judson C. Hickey

Dean, School of Graduate Studies
Sam A. Singal

Dean, School of Medicine and Medical Director
Fairfield Goodale, Jr.

Dean, School of Nursing
E. Mary Conway

Administrator for Hospital and Clinics
Donald C. Novak

Comptroller
H. Alan Campbell

Director, Division of Continuing Education
Glen E. Garrison

Director, Division of Educational Research and Development
Maurice Levy

Director, Division of Health Communication
Paul J. Brucker

Director, Division of Institutional Relations
James C. Austin

Director, Division of Internal Auditing
Donald C. Smith

Director, Division of Laboratory Animal Resources
J. Malcolm Kling

Director of Libraries
Thomas G. Basler

Director, Materials Management Division
Williard W. Prior

Director, Personnel Division
John R. Haegele

Director, Division of Public Safety
Bruce Morgan

Director, Physical Plant Division
W. Clay Adamson, Jr.

Director, Procurement
Lewis K. Parrish, Jr.

Director, Division of Student Affairs
James B. Puryear

Director, Division of Systems and Computer Services
J.B. Mathews

Appendix C

Faculty Listings

Note: An asterisk (*) denotes a Graduate Faculty Appointment.

Abbott, Bernard J., Associate Professor, Health Education, Florida State University, B.S., M.S., Michigan State University, Ph.D.

***Abdel-Latif, Ata A.,** Professor, Cell and Molecular Biology, DePaul University, B.S., M.S.; Illinois Institute of Technology, Ph.D.

Abdulla, Abdulla M., Associate Professor, Medicine. Univeristy of Karachi, B.Sc.; Dow Medical College, M.B.B.S.

Abdulla, Sue Ann, Clinical Instructor, Occupational Therapy, Medical College of Georgia, B.S.

Abele, Donald C., Professor, Dermatology and Medicine. Central Methodist College, B.A.; Washington University Medical School, M.D.

***Abney, Thomas O.,** Associate Professor, Endocrinology. University of Georgia, B.S., M.S., Ph.D.

***Abraham, Edathara C.,** Associate Research Professor, Cell and Molecular Biology. Kerela University, B.S.; University of Louisville, Ph.D.

Adams, Charles P., Associate Clinical Professor, Surgery. Emory University, A.B., M.S., M.D.

Adams, Homer G., Assistant Professor, Surgery (Otolaryngology). Auburn University, B.A., M.S.

Agostas, William N., Clinical Professor, Medicine, Medical College of Georgia, M.D.

***Ahlquist, Raymond P.,** Charbonnier Professor, Pharmacology. University of Washington, B.S., M.S., Ph.D.

Akery, Phyllis R., Assistant Professor, Maternal-Child Nursing. Medical College of Georgia, B.S.N., M.S.N.

Akhtar, Rashid A., Assistant Professor, Cell and Molecular Biology, University of Punjab, B.S., M.S.; University of London, Ph.D.

Albrecht, Jane, Clinical Instructor, Occupational Therapy. University of Iowa, B.S.

Allen,Candace, Clinical Instructor, Medical Record Administration. Medical College of Georgia, B.S.

***Allen, Lane,** Professor Emeritus, Anatomy. University of Georgia, B.S., M.S.; Georgetown University. Ph.D.; Medical College of Georgia, M.D.

Allen, Marshall B., Jr., Professor and Chief, Surgery (Neurosurgery). University of Mississippi, B.A.; Harvard University, M.D.

***Allen, Virginia,** Associate Professor, Occupational Therapy. Indiana University; B.S.; Medical College of Georgia, M.H.E.

Allison, Jerry D., Assistant Professor, Radiology and Radiologic Technologies. North Carolina State University, B.S.; Old Dominion University, M.S.; University of Florida; Ph.D.

Allison, J. Richard, Clinical Professor, Dermatology. University of North Carolina, A.B.; Medical College of South Carolina, M.D.

Allison, Trenton B., Adjunct Assistant Professor, Pharmacology. University of Utah, B.A., Ph.D.

Allmond, Reamer W., Clinical Instructor, Pedodontics. Medical College of Georgia, D.M.D.

Allsbrook, William C., Jr., Assistant Professor, Pathology. Duke University, A.B.; University of North Carolina, M.D.

Alperin, Henry, Assistant Clinical Professor, Radiology. University of Richmond, B.S.; Medical College of Virginia, M.D.

Altekruse, Ernest B., Assistant Professor, Family Practice, U.S. Coast Guard Academy, B.S.; U.S. Naval Postgraduate School, B.S., M.S.; Stanford University, M.D.; University of California, M.P.H.

Althisar, Henry M., Associate Professor, Medicine. Medical College of Georgia, M.D.

Altman, Roy E., Jr., Assistant Professor, Pathology. Berry College, B.S.; University of Georgia, M.S.; University of Maryland, Ph.D.

Alvarez-Mena, Sergio C., Clinical Professor, Medicine. LaSalle College, B.S.; Mantanzas Institute, B.S.; Havanna School of Medicine, M.D.

Amarasinghe, A.A.W., Assistant Clinical Professor, Psychiatry. University of Ceylon, M.B.B.S.

*__Anderson, Ann S.,__ Chairperson and Professor, Medical Technology. University of Georgia, B.S.; Medical College of Georgia, M.S.

Andersen, Barbara, Assistant Professor, Community Nursing. University of Pennsylvania, B.S., M.S.N.

Anderson, Stanley J., Instructor, Restorative Dentistry. Medical College of Georgia, D.M.D.

Andrea, Aspacia Nina, Clinical Instructor, Medical Technology. Augusta College, B.S.

Angell, John H., Assistant Clinical Professor, Obstetrics and Gynecology. Johns Hopkins University, M.D.

Anthony, Hubert F., Jr., Associate Professor, Radiology. University of Georgia, B.S.; Medical College of Georgia, M.D.

Anusavice, Kenneth, Associate Professor, Restorative Dentistry, Worcester Polytechnic Institute, B.S.; University of Florida, Ph.D.; Medical College of Georgia, D.M.D.

Arkin, C. Murray, Associate Clinical Professor, Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.

Armitage, David T., Associate Clinical Professor, Psychiatry. Muskingum College, B.A.; State University of New York Upstate College of Medicine, M.D.

Armstrong, George F., Associate Professor, Pediatrics. University of Georgia, B.S.; Duke University, M.D.

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Arnold, Daisy, Assistant Professor, Nursing Administration. Medical College of Georgia, B.S.N.; M.S.N.

Arnold, McAlpin H., Assistant Clinical Professor, Family Practice. George Washington University, B.A.; M.D.

Arnold, Thomas S., Instructor, Obstetrics and Gynecology. Hiram College, A.B.; Western Reserve University, M.D.

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Ault, Leilee P., Professor, Adult Nursing. University of Pennsylvania, B.S.N.E., M.S.

Aziz, Ezzat M., Associate Professor, Pediatrics. W. Middlesex Hospital, London England, D.C.H.; Shams University, Cairo Egypt, M.D.

Baecher, Carol, Assistant Professor, Adult Nursing, Alderson Broaddus College, B.S.; Medical College of Georgia, M.S.N.

Bailey, Henry W., Assistant Clinical Professor, Surgery. Medical College of Georgia, M.D.

Bailey, Joseph, P. Jr., Associate Dean, Clinical Sciences (Medicine). Professor, Medicine. Chief, Rheumatology. Mercer University, B.S.; Medical College of Georgia, M.D.

Bailey, Tarver B., Clinical Instructor, Surgery (Urology). Texas Christian University, B.S.; University of Texas Medical Branch, M.D.

Bailey, Thomas E., Associate Clinical Professor, Pediatrics. Medical College of Georgia, M.D.

Baisden, C. Robert, Associate Professor, Pathology. West Virginia University, A.B.; West Virginia School of Medicine, M.D.

Ball, Henry F., Assistant Clinical Professor, Psychiatry. Mercer University, A.B.; Medical College of Georgia, M.D.

Bandisode, Madhukar S., Assistant Clinical Professor, Medicine. Grant Medical College — University of Bombay, M.B.B.S., B.Sc., M.Sc., M.D.

Barber, Robert, Clinical Instructor, Respiratory Therapy. Medical College of Georgia, B.S.

***Bard, Raymond C.,** Professor, Cell and Molecular Biology. Dean of Allied Health Sciences. College of the City of New York, B.S.; Indiana University, M.A., Ph.D.

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Barfield, William E., Assistant Professor, Obstetrics and Gynecology. The Citadel, B.S.; Emory University, M.D.

Barfield, William E., Jr., Assistant Professor, Obstetrics and Gynecology. The Citadel, B.S.; Medical College of Georgia, M.D.

Barnwell, Cleora W., Assistant Professor, Medical Technology. University of Florida, B.S.; Florida Technological University, M.S.

***Barrett, J. Michael,** Associate Professor, Anatomy. University of Northern Colorado, B.A.; Tulane, Ph. D.

Barton, Betty, Assistant Professor, Pathology. University of South Carolina, B.S., M.S.

Basler, Thomas G., Professor, Library. University of Miami, B.Ed.; Florida State University, M.S.

Bass, William T., Assistant Clinical Professor, Pedodontics. Emory University, D.D.S.

Battey, Louis L., Clinical Professor, Medicine. College of the Holy Cross, B.S.; Medical College of Georgia, M.D.

Baute, Antonio V., Assistant Professor, Medicine. University of Santander, M.D.

Baxley, John H., Clinical Instructor, Family Practice. University of Kentucky, A.B., M.D.

Bays, Robert A., Associate Professor, Oral Surgery and Surgery. West Virginia University, D.D.S.

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Beckwith, Merton M., Associate Clinical Professor, Surgery. Marquette University, M.D.

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Beeson, C. Walker, Assistant Clinical Professor, Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.

Bell, Ronald A., Associate Professor, Pedodontics. Louisiana State University, D.D.S.; University of New Orleans, M.S.

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Ben, R., Clinical Instructor, Physical Therapy. University of Connecticut, B.S.

Bennett, James W., Professor, Pediatrics. Medical College of Georgia, M.D.

Bennett, Robert, Clinical Professor, Medicine. University of Minnesota, M.S.; University of Pittsburg, B.S., M.D.

Benton, Edred C., Associate Clinical Professor, Periodontics. Emory University, B.S.; Emory University School of Dentistry, D.D.S., M.S.D.

Berens, Sanford V., Assistant Clinical Professor, Radiology. Dartmouth College, A.B.; Dalhousie University, M.D.

Berg, Edward W., Associate Professor, Surgery (Orthopedics) and Associate Professor, Medicine (Rheumatology). University of Colorado, B.A., M.D.

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***Best, Gary K.,** Professor, Cell and Molecular Biology. Southwestern State College, B.S.; Oklahoma State University, Ph.D.

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Bigger, John F., Associate Clinical Professor, Ophthalmology. Duke University, A.B.; Washington University School of Medicine, M.D.

Bishop, Sandra L., Assistant Research Scientist, Medicine. Florida State University, B.S., M.S.

Bittle, Charles R., Associate Professor, Anesthesiology. Bowman Gray School of Medicine, M.D.

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***Bockman, Dale E.,** Professor and Chairman, Anatomy. Southwestern Missouri State College, B.S.; Los Angeles State College, M.A.; University of Illinois, Ph.D.

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Bono, Stephen, Assistant Professor, Family Practice. Georgetown University, B.S.; West Virginia University, Ph.D.

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Botnick, Robert S., Associate Clinical Professor, Medicine. Duke University, B.S.; Baylor Medical School, M.D.

Bowden, Talmadge A., Jr., Associate Professor, Surgery. University of Georgia, B.S.; Medical College of Georgia, M.D.

Boyd, Claud A., Clinical Instructor, Dermatology. University of Mississippi, B.S.; University of Miami, M.D.

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Boyer, Floyd E., Clinical Instructor, Respiratory Therapy. Forsyth Technical Institute, A.A.S.

Boyson, William A., Professor, Obstetrics and Gynecology. Gettysburg College, B.S.; University of Pennsylvania, M.D.; Baylor University, M.Sc.

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Branch, Clinton A., Jr., Assistant Clinical Professor, Neulolgy. North Georgia College, B.S.; Medical College of Georgia, M.D.

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Brown, Deedee H., Clinical Instructor, Medical Record Administration. Medical College of Georgia, B.S.

Brown, James D., Assistant Professor, Restorative Dentistry. Tufts University, D.M.D.

Brown, Jessie O., Associate Professor, Associated Dental Sciences. Medical College of Georgia, B.S., M.H.E.

Brown, Mark, Professor and Chief, Nuclear Medicine, Radiology. University of Miami, B.S.; Vanderbilt University, M.D.

Brown, Stephen W., Associate Clinical Professor, Radiology. Louisiana State University, B.S., M.D.

Brown, Tobie J., Clinical Instructor, Medical Technology. University of Massachusetts, B.S.

Brown, Walter J., Jr., Professor, Medicine (Clinical Pharmacology). Brown University, A.B.; University of Rhode Island, M.S.; Medical College of Georgia, M.D.

***Brownell, George H.,** Associate Professor, Cell and Molecular Biology. University of Minnesota, B.A.; University of South Dakota, M.A., Ph.D.

Brownell, Julie P., Clinical Instructor, Medical Technology. University of South Dakota, B.A.

Browning, Larry N., Assistant Professor, Restorative Dentistry. Tufts University, D.M.D.; Harvard University, Ed.D.

Brubaker, Leonard H., Professor, Medicine. Duke University, A.B.; Emory University, M.D.

Bruce, Ronald J., Assistant Professor, Radiology. University of Georgia, B.S.; Medical College of Georgia, M.D.

Brucker, Paul J., Professor and Chairman, Medical Illustration. College of William and Mary, A.B.; Indiana University, M.Ed., Ed.D.

Bruno, Susan M., Professor and Director of Continuing Education, Nursing. Catholic University, B.S.N.; University of Rochester, M.S.

Bruns, William L., Jr., Clinical Instructor, Obstetrics and Gynecology. University of Georgia, B.S.; Medical College of South Carolina, M.D.

Bryans, C. Iverson, Jr., Professor and Vice-Chairman, Obstetrics and Gynecology. Chief, Section of Obstetrics. University of Georgia, B.S.; Medical College of Georgia, M.D.

Bryant, Arthur R., Clinical Professor, Psychiatry. Boise Junior College, A.A.; University of Utah, B.S., M.S., Ph.D.

***Buccafusco, Jerry J.,** Assistant Professor, Pharmacology. St. Peter's College, B.S.; Canisius College, M.S.; College of Medicine and Dentistry of New Jersey, Ph.D.

Bunn, Gerald T., Assistant Professor, Restorative Dentistry. Emory University, D.D.S.

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Burgamy, Clyde A., Clinical Instructor, Obstetrics and Gynecology. Medical College of Georgia, M.D.

Burgess, Russell E., Assistant Clinical Professor, Medicine. University of North Carolina, B.A.; Bowman Gray School of Medicine, M.D.

***Burnett, George W.,** Professor Emeritus (Dentistry). Professor, Cell and Molecular Biology. Texas Technological College, B.A.; University of Texas, M.A.; Washington University, D.D.S.; University of Rochester, Ph.D.

Burnsed-Geffen, Adelle, Clinical Instructor, Family Practice. University of Georgia, A.B.J., M.S.W.

Burrell, Lenette, Associate Professor, Adult Nursing. Medical College of Georgia, M.S.N.; University of Georgia, Ed.D.

***Busto-Valdes, Sergio E.,** Professor, Oral Biology. Assistant Professor, Cell and Molecular Biology. University of Chile, D.D.S.; University of Rochester, Ph.D.

Butler, Clarence C., Associate Professor, Medicine. Vanderbilt University, A.B.; Duke University, M.D.

Butler, Sharon, Assistant Professor, Adult Nursing. Medical College of Georgia, B.S.N., M.S.N.

Button, Constance L., Clinical Instructor, Radiologic Technologies. Piedmont College, B.S.

Byars, William P., Jr., Instructor, Obstetrics and Gynecology. Furman University, B.S., Medical University of South Carolina, M.D.

Byne, J. Miller, Jr., Associate Clinical Professor, Medicine. Medical College of Georgia, M.D.

***Byrd, J. Rogers,** Professor, Endocrinology. Wake Forest College, B.S.; University of Michigan, Ph.D.

Cabaniss, C. Daniel, Assistant Dean, Medicine, Associate Professor, Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.

Caldwell, Joseph L., Jr., Assistant Clinical Professor, Surgery. Medical College of Georgia, M.D.

Callaghan, Nathan R., Associate Clinical Professor, Prosthodontics. Northwestern University, D.D.S.

Calvert, Gail A., Assistant Professor, Library Science. Flint College, A.B.; University of Michigan, A.M.L.S.

Calvert, Jon C., Professor, Family Practice. Stanford University, A.B.; Baylor University College of Medicine, M.Sc., M.D., Ph.D.

Calvert, Lynette, Assistant Professor, Pediatrics/Family Practice. University of Houston, B.A.; Baylor College of Medicine, M.D.

Call-Smith, Kathy, Assistant Professor, Community Dentistry. Medical College of Georgia, D.M.D.

Campbell, William W., Jr., Clinical Instructor, Neurology. Emory University, B.A.; Medical College of Georgia, M.D.

Canedo, Mario, Associate Professor, Medicine. San Simon University, M.D.

Caplan, Gerald E., Associate Clinical Professor, Radiology. Emory University, A.B.; Medical College of Georgia, M.D.

Cardosa, David, Assistant Clinical Professor, Obstetrics and Gynecology. Santanejer, B.S.; National University of Columbia, M.D.

Carl, George F., Associate Professor, Neurology, Psychiatry and Cell and Molecular Biology. Gettysburg College, B.A.; University of Wyoming, Ph.D.

Carlton, William H., Associate Clinical Professor, Radiology. Emory University, B.S., M.S.; Rutgers University, Ph.D.

***Carr, Albert A.,** Professor, Pharmacology and Medicine, and Chief, Hypertension. University of Virginia, B.A.; University of Virginia School of Medicine, M.D.

***Carrier, Gerald O.,** Associate Professor, Pharmacology. Belhaven College, B.S.; University of Mississippi, M.S.; University of Texas, Ph.D.

Carroll, Dale A., Assistant Clinical Professor, Family Practice. Furman University, B.S.; Medical University of South Carolina, M.D.

Carswell, Augustin S., Assistant Clinical Professor, Surgery (Orthopedics). Georgia Teachers College, B.S.Ed.; Medical College of Georgia, M.D.

Carswell, James J., III, Assistant Professor, Surgery (Urology). University of Georgia, B.S.; Medical College of Georgia, M.D.

Carter, A. Lee, Assistant Professor, Cell and Molecular Biology. Baylor University, B.S.; University of Texas Health Science Center at Dallas, Ph.D.

Carter, Curtis H., Dean Emeritus and Professor Emeritus, School of Medicine. University of Georgia, B.S.; Medical College of Georgia, M.D.

Carter, David K., Assistant Clinical Professor, Surgery. University of Southern Mississippi, B.A.; University of Mississippi, M.D.

Carter, Jack W., Assistant Clinical Professor, Orthodontics. Bradley University, B.S.M.F.; University of Kentucky, School of Dentistry, D.M.D.

Carter, J., Clinical Instructor, Physical Therapy. University of North Carolina at Chapel Hill, B.S.

Carter, Mary Jo, Professor, Medicine. Assistant Professor, Pediatrics. Baylor University, B.S.; Bowman Gray School of Medicine, M.D.

Carter, Robert H., Assistant Clinical Professor, Surgery. Medical College of Georgia, M.D.

Casteen, Elane L., Clinical Instructor, Medical Technology. Clemson University, A.D.

*__Catherman, Joan L.,__ Associate Professor, Associated Dental Sciences. Youngstown State University, B.S.; Columbia University, M.S.

Catterton, William Z., Assistant Professor, Pediatrics. Medical College of Virginia, M.D.

Chalker, Dan K., Associate Professor, Dermatology. University of Georgia, B.S.; Medical College of Georgia, M.D.

Chamberlain, C. Richard, Jr., Associate Professor, Pathology. Virginia Military Institute, B.A.; University of Virginia School of Medicine, M.D.

Chambers, Gerald T., Assistant Professor, Educational Research and Development. Western Carolina University, B.A.; University of Georgia, M.A., Ph.D.

Chambers, Mary F., Clinical Instructor, Medical Record Administration. Mississippi College, B.S.

Chambers, R. Jere, Assistant Clinical Professor, Psychiatry. North Georgia College, B.S.; Medical College of Georgia, M.D.

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Chang, Barbara K., Assistant Professor, Medicine. Indiana University, B.A.; Albert Einstein College of Medicine, M.D.

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